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ABSTRACT

The eight issues for volume 6 of the "CEC Today," a newsletter exclusively for members of the Council for Exceptional Children, include the following featured articles: (1) "How To Set up a Classroom on a Tight Budget"; (2) "Survival Tips for First-Year Teachers"; (3) Get the Training You Need To Stay Ahead of the Curve!"; (4) "Get the IDEA!...And Stay in the Legislative Loop"; (5) Teaching--A Look at Teachers' Responsibilities Today"; (6) "Advocacy--A Must for Parents of Children with Exceptionalities"; (7) "Pre-Convention Workshops--Your Ticket to In-Depth Learning"; (8) "Getting to Canada--It's Easier Than You Think"; (9) "CEC and FamilyEducation Network Forge an Exciting New Partnership"; (10) "ADHD Treatments"; (11) "The Law and You"; (12) "Ritalin Testimony"; and (13) "Multicultural Symposium." (AA)

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CEC Today, 1999-2000

Exclusively for Members of the Council for Exceptional Children

Volume 6
Numbers 1-8
August 1999-June/July 2000

Lynda Voyles, Editor

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today

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Vol. 6 No. 1
August 1999

Don't Forget!

Recognize an outstanding colleague or area business today for one the following CEC awards!

J. E. Wallace Wallin Special Education Lifetime Achievement Award

Clarissa Hug Teacher of the Year Award

CEC Special Education Research Award

CEC Outstanding Leadership Award

CEC Business Award

Nominations are due November 1, 1999

Nomination forms and instructions are available on CEC's Web site: www.cec.sped.org (in the "About CEC" section). To receive forms by mail, contact CEC: 888/232-7733 x491 or sharonr@cec.sped.org.

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Special Education Teachers Now Eligible for National Board Certification

With the advent of national board standards for special education, exemplary special education teachers are now eligible for certification by the National Board for Professional Teaching Standards (NBPTS). Teachers who achieve NBPTS certification represent the very best of the teaching profession: they are knowledgeable, make sound judgments about student learning, and act effectively on those judgments. These exceptional teachers exemplify teaching professionals who go above and beyond general teaching responsibilities.

Teachers who attain NBPTS certification are often rewarded for their accomplishments, including national and local recognition and, in many states and/or districts, increases in pay. In addition, they are also often called on to assist with educational policy and school reform efforts and serve as a resource for other educators.

By setting rigorous standards and recognizing and rewarding those teachers who meet those standards, NBPTS has done much to advance the teaching profession. NBPTS certification is hailed by states, local districts, and professional educators across the nation.

"For the National Board to recognize and elevate the teaching profession is very important, as is the effort to recognize exemplary teachers and set standards for the profession," said Bob Garcia, member of the NBPTS Exceptional Needs Standards Committee and teacher of the severely disabled. "Every state has minimum standards

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Researchers Look at Special Education Today and for the Future

Researchers at the Office of Special Education Programs (OSEP) Leadership Project Directors' Conference in Washington, D.C., shared their insights into the factors affecting special education today and how they will influence the future. Nearly 350 participants examined the issues facing special education as the next millennium approaches, including urban challenges, requirements for successful inclusive settings, preparing students as they transition into a changing work force, and the latest brain research that may alter the way individuals with developmental language disorders are identified.

The Urban Challenge

Special education in the new millennium calls for more effective teaching, powerful learning, and higher achievement for all students, said Tom Payzant, superintendent of Boston Public Schools, during his keynote address.

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State Farm Good Neighbor Award — Nancy Barnett

Turning "I Can't" into "I Can!"

After 20 years of teaching, Special Education Teacher Nancy Barnett found herself "two inches away from burn-out." Frustrated with a number of failed attempts to reach her special education students, Barnett almost walked out of her Southside High School classroom in Muncie, Ind., forever. But a $2,000 federal grant, a supportive principal, a gut feeling, and $5,000 of her own money turned an "I can't" attitude into an "I can" way of life for Barnett and her students. The resulting hands-on project called "I CAN" has inspired her special education students, the general education community, and one singed special education teacher to do more than they ever thought possible.

The I CAN Project

The I CAN Project is a service learning model that integrates math, science, and English into teaching business and employment skills to students with disabilities. Through the project special education students tackle real life issues, show the community what they can do, and get involved with community giving.

"Special Items by Special People"

The I CAN store sells a number of "special items by special people." Barnett's students, who also call themselves I CAN workers, make a number of products out of raw materials and then sell them in the store. These products come in a variety of colors and patterns and include charming stamped tea towels, stationary sets, and note cards crafted from student-made paper.

Barnett's students, who are 14-21 years of age with a range of disabilities, work in as many facets of the I CAN work program as possible—woodworking, packaging, mailing, labeling, cleaning, and sales (including invoicing, using the cash register, and marketing). The students meet weekly to discuss products, work schedules, job performance, and peer relationships; and they vote on everything. Eventually, Barnett's students learn to work with less prompting, assistance, and reliance on adults.

After high school, some of Barnett's students are placed in jobs in the community or within the school. Others work in sheltered workshops or participate in the Beyond I CAN program, for students over 21 years old who are interested in running a business.

I CAN Workers Serve the Community

Barnett's students participate in a number of community projects, including delivering quilts they have made to children with AIDS. With this activity, the I CAN workers not only learn how to make a quilt, they also experience what it is like to have a sick child or be sick in the hospital. The students also use some of the store's profits to buy toys they donate to the Toys for Tots program. Projects such as these have placed Barnett's students on the giving side of community involvement. Now, these students recognize need in the community and ask how they can help.

Barnett's students are eager to share the program's success with interested educators. They present the program to college classes in special education and host visiting teachers throughout the year who want to start a similar program in their own school. Barnett's students also presented their program at the Illinois CEC Federation conference.

Impact on General Education

The program's impact does not stop with the I CAN workers. While Barnett's students gain self esteem and independence, their community involvement and innovation inspires volunteerism from general education teachers and students.

"General educators have come to us," Barnett said. "If special educators are forcing kids on someone, and (the student) has to be there, then there's resentment both ways, but it's wonderful when you can turn it around and see (the general educators) coming to these kids."

In addition, general education students volunteer their after-school time in the store and, in turn, friendships build.

"Our general education kids are not afraid to push a wheelchair," Barnett said. "(The program) has changed their attitude."

The I CAN Project has changed a lot of attitudes. Barnett looks back on the days before the I CAN project started and remembers her near burn-out.

"We were doing the same things over and over again, and they weren't working," she said.

Now, with this hands-on project, the school and community have become involved, student discipline problems are down and attendance is up. (And by the way, Barnett's original $5,000 investment has been recovered from the store's profits.) Deep down, Barnett has always known her students can succeed. Now she knows she can too.

The Award

The State Farm Good Neighbor Award for special education was developed in cooperation with The Council for Exceptional Children. Each of the 12 recipients announced throughout the year receives a $5,000 check payable to the educational institution of the recipient's choice, recognition in national publications, and a commemorative plaque at a special ceremony at his or her school.

CEC congratulates Nancy Barnett on her innovative contributions to the education of exceptional children and youth.

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ERIC—An Exceptional Resource for Special Educators!

Does one of these scenarios describe you?

- You're working on a paper for a class, and you're having difficulty finding resources on your subject.
- There's a new kid in your class, and you're not sure of the most effective way to work with him.
- You presented at the CEC Annual Convention in Charlotte and have had calls from people who want a copy of your presentation.
- You are looking for ways to collaborate with the general education teachers in your school.

Where can you go for information on special education topics? Where can your paper get wide distribution in the special education community? The answer: the ERIC database!

What's ERIC?

The Educational Resources Information Center (ERIC) is a federally funded information network that includes the world's largest database on education. ERIC collects education-related documents and makes them searchable and available to the public. The ERIC database is a rich source of information, containing summaries of more than 1 million documents and journal articles.

Where Can I Find the ERIC Database?

- **In print**—*Resources in Education (RIE)* and the *Current Index to Journals in Education (CIJE)* provide abstracts in print form. The *Thesaurus of ERIC Descriptors* lists the subject headings used in cataloging documents and articles.
- **On the Internet**—Search the database at http://ericec.org.
- **On CD-ROM**—Thousands of locations offer ERIC searches via CD-ROM. You can buy ERIC CD-ROMs through several vendors. Call 800/799-ERIC for more information.
- **At one of the 16 ERIC Clearinghouses.**

How Can I Get Documents or Articles from ERIC?

Full-text copies of most ERIC documents are available in ERIC microfiche collections at more than 1,000 locations worldwide (especially in larger libraries and universities), by ordering them for a fee from the ERIC Document Reproduction Service (EDRS), and on the Internet at http://edrs.com. Individuals can place an order online and receive documents electronically or by fax. (For more information, contact EDRS, 800/443-ERIC, e-mail: service@edrs.com, or Web: http://edrs.com.) Journal articles are available through the originating journal, interlibrary loan services, or, for a fee, through article reproduction clearinghouses.

How Can I Contribute to the ERIC Database?

If you have recently written a paper related to the education of people with disabilities and/or gifts, your work can be made available through ERIC. Documents are evaluated according to the following criteria: substantive information, clear writing style, timeliness, sound methodology, applicability of content to other settings, and adequate references.

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Advocacy in Action

Iowa CAN Coordinator Carl Smith meets with Sen. Charles Grassley, R-Iowa.

CEC Members Take to the Hill with a CAN-DO Attitude!

CEC representatives met with congressional members and their staffs to relate CEC's position on key special education issues during the 1999 CEC Children and Youth Action Network's (CAN) Workshop/Legislative Summit.

CAN representatives explained why it is necessary to continue the funding increases for Individuals with Disabilities Education Act (IDEA) programs passed by Congress over the past three years, citing the ever-increasing special education population and the strong emphasis on high education standards for all students that was contained in the 1997 reauthorization of IDEA. Although Congress initially seemed to support increased funding for various education programs, including IDEA, the FY 2000 Education Budget reduces overall funding by $200 million below an FY 1999 freeze.

CAN members also stressed the importance of IDEA's support programs, which enhance all aspects of practice. In addition, CEC's CAN representatives urged congressional members not to enact any IDEA amendments, including those attached to pending juvenile justice legislation. They reiterated their "no cessation of services" policy for any student who is expelled from school, and they stressed the importance of passing gifted and talented legislation that the House and Senate is currently considering.

CEC Members Raise Issues for CEC to Address

For the second year, CEC opened its CAN Workshop to any interested members, as well as members from other organizations eager to learn where CEC stands on a wide variety of issues.

By opening up the meeting to both CAN and non-CAN special educators, CEC's Public Policy Unit obtained input on the state and local issues that CEC members are concerned about. Some of the issues discussed included the availability (or lack thereof) of appropriate teacher training programs, development of alternative assessments for students with disabilities, and the retention of quality special educators.

In addition to discussion about school working conditions, attendees expressed concern that students with disabilities are being victimized and excluded from the general classroom due to the country's reaction to recent violent behaviors in the nation's schools. Teachers are also becoming "social workers," helping students connect with outside service agencies. Several attendees also objected to linking teacher salaries with student scores on standardized tests. CEC will look into ways other states are successfully dealing with these and other issues.

Also during the CAN meeting, CEC conducted an activity to assist CEC in being more responsive to its constituents.

Attendees provided input on such questions as:

- What needs will constituents have over the next five years?
- What is CEC's role in filling those needs, and how should it be done?
- How can CEC reduce time between identifying a need and taking real action?
- How can CEC provide opportunities for input and review without gathering for face-to-face meetings?
- How can CEC use ad hoc groups of experts and key stakeholders to address important legislative issues?
- How can CEC use its wealth of public policy knowledge and expertise in making decisions?

Based on the responses to these questions, CEC will determine the best ways to meet members' needs. To provide input, contact Jaclyn Bootel at 703/264-9437, fax: 703/620-4334, or e-mail: jackib@cec.sped.org. □

Supreme Court Decision Jeopardizes Employment, Services for Students with Disabilities

The Supreme Court recently said that individuals with disabilities who take medication, use technology, or employ other assis- tive devices may no longer be considered disabled. The court reasons that with the use of "mitigating measures," such as those mentioned above, an individual with a disability may be able to fully participate in major life functions. For example, an individual with epilepsy could take medication to control seizures. With the medication, that individual can participate in major life functions and would no longer be considered disabled.

While this ruling from *Sutton et al vs. United Air Lines, Inc.* and related cases was aimed at individuals who are claiming discrimination for having a disability in hiring and employment practices, it may impact students with disabilities. For instance, students with attention deficit/hyperactivity disorder who are taking ritalin and receive services under the Americans with Disabilities Act or Section 504 may no longer be eligible for those services.

The court's ruling also puts individuals with disabilities, including students transitioning into the work force, in a double bind should they face employment discrimination. In such cases, individuals with disabilities must prove they have a disability that impairs major life activities while at the same time proving their disability does not disqualify them for a job. Thus, a student with a learning disability would first have to prove that even though he or she had learned accommodating strategies that enables him or her to perform a job, the student still has a disability that impairs major life functions. Once that is proven, the student would then have to prove that despite his or her limiting disability, he or she is still capable of performing the job.

Fortunately, the court's ruling will have no impact on students receiving special education services under the Individuals with Disabilities Education Act or SSI, as those laws have their own criteria for eligibility.

Certification, *from page 1*

teachers must meet. Here we're looking at what sets aside the teacher doing above and beyond normal teaching responsibilities."

NBPTS was established to develop high and rigorous standards for what accomplished teachers should know and be able to do, to develop and operate a national voluntary system to assess and certify teachers who meet those standards, and to advance related education reforms to improve student learning. Since its inception in 1987, NBPTS has created standards in more than 30 fields around student developmental levels and subjects taught.

NBPTS involves practicing teachers in every aspect of board certification, including policy, standards, test portfolio exercises, and assessment. CEC is proud to report that three of CEC's past Clarissa Hug Teachers of the Year participated in the NBPTS standards development: Rosalie Dibert, Matty Rodriguez-Walling, and Ann Welch.

Certification for Special Education Teachers

Special education teachers can earn National Board Certification in any of five areas:

- Early Childhood (birth to 8 years).
- Mild and Moderately Impaired (5 to 21+ years).
- Severe and Multiply Impaired (5 to 21+ years).
- Visually Impaired (birth to 21+ years).
- Deaf/Hard of Hearing (birth to 21+ years).

In addition, numerous diverse settings for instruction are recognized, including home-based programs, resource rooms, transition programs, inclusive classrooms, self-contained classrooms, cross-categorical classrooms, collaborative classrooms, and pre-vocational programs. And, the standards recognize teachers in diverse roles, ranging from teachers to teacher consultants to behavior specialists to infant/toddler home trainers.

The Rewards

Earning NBPTS certification results in both extrinsic and intrinsic rewards. Thus far, several states and districts give NBPTS-certified teachers an additional step on their pay scale, while Florida gives its certified teachers a $10,000 stipend. Additionally, some states are considering reciprocity for board certified teachers, making it possible for teachers to obtain licensure in different states without meeting any additional requirements.

NBPTS-certified teachers have also been given broader responsibilities in their schools and districts. Some of the positions they have been asked to fill include serving as an adjunct professor, developing training modules to help teachers attain certification, serving on a task force for the National Teachers Hall of Fame, and acting as curriculum specialist.

Kathy McKinley, special education teacher from Ann Arbor Michigan Public Schools, earned national board certification for Early Adolescence/Generalist. After receiving certification, McKinley was asked by the math department to participate in their curriculum planning.

"It was very powerful," McKinley said. "It was one of the few times special education has been involved in conversation about a mainstream content issue. I was very honored."

But more than the extrinsic rewards that come with certification, teachers have valued the professional and personal growth they gained. Going through the certification process, which has been likened to earning a master's degree in a year, gives teachers the opportunity to reflect on their practice, analyze student work, and describe their instructional decisions based on their understanding of student learning, according to McKinley.

"It is the most intense growth period you will have undergone," said Garcia. "Unlike college, you will be doing this with your class and your kids. You will improve your teaching as you expand your borders."

In addition, national board candidates expand their knowledge base by consulting with outside speakers to learn about educational practices they need to know for the assessment. For example, McKinley and her fellow candidates invited a teacher in technical education and art to speak to them so they could learn more about interdisciplinary instruction.

Teachers also found that their growth continued long after the certification process ended. Not only do they change their classroom practices, they do so with a firm foundation of understanding and effectiveness. They also find themselves sharing and collaborating with other teachers about what they know, so that they build a community of scholars that promotes better educational practice.

"Nothing else has offered me a vision of what education could be like and opportunities to participate in making the vision a reality. ... Analysis and self-reflection about my practices have become automatic," said Ann Wilson, a nationally board certified teacher.

"It (board certification) is certainly a cure for burn-out," added McKinley. "You have thought about what you are doing, and you know it is right, and you are growing and changing and doing good things for kids."

The Obstacles ... and Ways Around Them

Attaining national board certification is not without obstacles, with time, money, and rigorous standards topping the list.

Those who have gone through national board certification warn that new candidates should make sure they have the time and energy to devote to the process. In addition to allowing at least 10 hours a week to work on their candidacy, former applicants also recommend that new candidates chose a stress-free time to apply.

The second obstacle is cost. Applying for national board certification costs $2,000, which covers administration and scoring. Fortunately, organizations such as NEA and AFT offer loan subsidies, and many states provide part of the fee. To learn about subsidies for NBPTS certification, see www.nbpts.org or call 800/22TEACH.

The rigorous standards make up the

Continues on page 15

How to Set Up a Classroom on a Tight Budget

BY KRISTEN WALLITSCH

What do the Internet, toilet paper, and creativity all have in common? Until you begin to prepare your classroom, the answer may have been nothing. But these items can be used to set up a classroom on a tight budget. Faced with limited funding, many teachers struggle to find ways to build the best possible environment for their students. The following suggestions may help you create a classroom as close to your expectations as possible without draining your wallet.

Keep Those College Projects

Throughout college you are given many different assignments that require hard work and research. Hang onto your work when it is completed and file it where you can find it when you need it.

Creating binders of information that can be easily accessed will be helpful. Putting the many long hours of work to good use as a pre-professional can help to save time and money as a teacher.

Scour Yard/Garage Sales

Books, games, and furniture can be found at yard and garage sales as well as second-hand or thrift shops for much less than the store-bought price. Books with old publishing dates have multiple uses. They can be used for literature-based purposes and to demonstrate the difference between recently published books and those written in the past. Pictures can be used from the books for various purposes: writing prompts, collages, or student projects.

Old games can be reinvented. If pieces or rules are missing, make them up, have the students create their own, or substitute pieces with other resources (e.g., buttons for markers). Furniture can also be transformed with art materials before it is added to the classroom.

Save, Save, Save!

Many amazing things can be done with recycled items. Turn your trash into cash and save on your budget. Items such as toilet paper rolls, paper towel rolls, tissue boxes, cereal boxes, magazines, and shoeboxes can be saved for craft projects that link to lessons. Items such as jars, from pickles or peanut butter, or plastic containers, from yogurt or sour cream, can be used as storage for crayons, pencils, or math manipulatives. They can also be used for class activities.

Capitalize on Fundraisers and Grants

Grant opportunities can be found on the Internet, from other teachers or administrators, or from local community resources. Depending on the grant you apply for, you can receive items such as computer software, books, or supplies for your classroom. Take advantage of the Foundation for Exceptional Children's minigrants for teachers. See the CEC Web site, www.cec.sped.org, for more information.

Some schools sell magazines, candy, or gift certificates to raise money for student and teacher needs. Turn the fundraiser into a lesson. Students can be given roles and responsibilities and be required to keep track of the amount of money raised by using charts or diagrams.

Local businesses and companies sometimes help by donating money, supplies, or items that could be used in a fundraiser. The company may also be willing to send a guest speaker to talk about his or her business and how it works.

Take inexpensive field trips around the school or to a place where the class can walk. Instead of taking a field trip to the zoo, go to a nearby park or forest and discover new creatures, plants, and animals. Visit a local business to learn about the skills needed to work there. This will help students see the connections between school and real life.

Seize Student Rates

Organizations such as CEC offer student rates on membership and convention fees. Membership entitles each person to magazines and journals that provide information on how to create the perfect classroom. Attending conventions helps future teachers network with other education professionals. And, convention vendors sometimes offer discounts if you make a purchase at their exhibit and often give out free product samples and materials.

Surf the Web

Numerous resources on the Internet can be used in the classroom. Various Web sites offer lessons that will fill one period or thematic units that will extend over a longer period of time. (See the box to the left to get started.)

Share with Colleagues

Teachers often share resources, advice, and ideas. Find a buddy and agree to make an extra copy of every resource you find. Teachers can also share materials such as lesson plans or books. Sharing will help add necessary elements to the classroom.

Ask!

Most of all, don't forget to ask for help. If you say your project is for the students in your class, you will be surprised how much you will get for such a small investment. □

Internet Resources

Parents, teachers, and students can use the addresses below to obtain useful resources.

www.askeric.org/Virtual/Lessons

www.lessonplanspage.com

www.eduplace.com

www.morriscatholic.org

www.familyeducation.org

Canadian CEC Members, Meet Your New Vice President!

Barb Lucier, *Vice President, Executive Committee, Canadian Council for Exceptional Children*

Barb Lucier brings a wealth of CEC leadership experience along with almost 15 years of classroom teaching experience to her new position as vice president of the Canadian CEC Executive Committee. Lucier—a resource teacher at Sansome Elementary School in Winnipeg, Manitoba—will focus on three major goals during her tenure:

- Increasing Canadian CEC membership.
- Enhancing visibility of CEC within Canada.
- Continuing the work of CEC's Commission on the Conditions of Special Education Teaching.

Connecting Canadian Special Educators to CEC

Through the membership task force, a component of the Canadian CEC Executive Committee, Lucier will devise strategies to get new members connected to CEC within the first 2-3 months of their joining. Unfortunately, getting Canadian members actively involved is difficult since many members, especially in northern Canada, live in very remote areas, Lucier says. In some of these areas, travel is limited to certain times of the year.

Canadian members who live near major centers tend to fill the committee roster because they face fewer physical obstacles in meeting with other committee members. Despite this, Lucier will encourage her colleagues on the executive committee to think of creative ways, including the use of communication technology, to encourage participation on various Canadian CEC committees. By communicating via e-mail and Web sites, members living in remote areas can network with their colleagues and influence Canadian CEC activities.

Making CEC the No. 1 Special Education Source for Canadian Governments

Lucier would like CEC to become a known leader in advocacy and governmental relations within Canada. Faced with a provincial government and no federal-level structure, Lucier hopes to set up grassroots advocacy within each Canadian CEC federation. She will encourage Canadian CEC leaders to build and sustain relationships with their respective education minister.

Special Education Teaching Conditions

As a member of CEC's Commission on Special Education Teaching Conditions, Lucier is currently contributing to a summary report the Commission hopes to finalize by January 2000. Upon completion, Lucier will help disseminate the Commission's report to the special education field in Canada.

Lucier, an Experienced Leader

In addition to the Canadian CEC Executive Committee, Lucier is completing her 3-year term as governor of the CEC Manitoba Federation. She has served as chair of the communications, membership, and professional development committees of Canadian CEC. Also, Lucier has been an active member of the Manitoba CEC Federation, including service as president and chair of the federation's conference, awards, membership, public policy, and public relations committees. And, as a student in the mid-1980s, Lucier presided over the student chapter at the University of Manitoba, Winnipeg. □

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CASE

The Council of Administrators of Special Education

During the CASE July meeting in Washington, D.C., the CASE Executive Committee approved a statement on discipline and a guidelines paper on benchmarks. Both papers are available on the CASE Web site, http://members.aol.com/casecec.

The CASE Executive Committee regretfully accepted the resignation of Margaret McLaughlin, who served as the committee's research liaison. McLaughlin resigned because she has accepted a new position as executive director of the Kennedy Foundation. Congratulations and best wishes, Maggie!

Registration forms for the CASE conference have been mailed to CASE members with the July/August newsletter. The 10th annual conference will be held Nov. 18-20, 1999, in Chandler, Ariz. Non-CASE members may obtain a registration form from the CASE Web site or by contacting the CASE office at 800/585-1753.

CCBD

The Council for Children with Behavior Disorders

The 1999 International CCBD Conference will be held in Irving, Texas, Sep. 30-Oct. 2. The conference includes workshops, two pre-conference forums, 17 topical training strands, panel discussions, product demonstrations, roundtables, and much more. For information contact Lyndal Bullock at 940/565-3583 or e-mail: bullock@tac.coe.unt.edu.

The next CCBD International Forum will be held in Norfolk, Va., Feb. 18-19, 2000. The forum's topic is "Positive Academic and Behavioral Supports: Creating Safe, Effective, and Nurturing Schools for ALL Students." The forum will focus on positive academic and behavioral supports for all students so they can learn and develop academically and socially. Some of the presentations will address

- Creating safe, effective, and nurturing schools in the 21st century.
- Curriculum and instructional strategies.
- Establishing and promoting disciplinary practices at the building, classroom, and student levels.
- Establishing school environments that ensure positive, professional relationships within and among school personnel.
- Establishing school climates that ensure positive partnerships among school personnel, parents/caregivers, and community advocates.

For information about the 2000 forum, contact Lyndal Bullock.

DEC

The Division for Early Childhood

The DEC Executive Board recently mailed 6,500 yellow cards asking what DEC can do for its membership. Few cards were completed and returned. Although well intentioned, our method was not very successful in getting widespread member input. We encourage our members to respond to the division's priority outcomes or to suggest new or additional ones for our organization. Feel free to contact DEC President David Sexton by mail: Human Development Center/Building #180/1100 Florida Ave./New Orleans, La. 70119, 504/942-8217, fax: 504/942-8295, or e-mail: dsexton@hdc.lsumc.edu. Or, contact Amy Whitehead by e-mail: whitehead@waisman.wisc.edu.

DISES

The Division of International Special Education and Services

DISES publishes a multidisciplinary journal for reporting original contributions in the delivery of special education programs and services to individuals with disabilities throughout the world. Categories for articles include: research reports, program descriptions, case studies, position papers, and reviews. The following are some of the articles in the most recent issue of *The Journal of International Needs Education*:

- Preparing Hong Kong Schools to Establish School-Based Problem-Solving Teams: A Pre-Pilot Investigation.
- Integration of Students with Mental Retardation in Germany.
- The System of Special Education in Russia.
- Toward Inclusive Schools in the Czech Republic: Integrating Children with Disabilities.

The journal also contains a review of current studies and initiatives in a number of different countries as well as an annotated list of selected Web sites for international special education topics.

All DISES members receive the journal as a benefit of their division dues. For guidelines on submitting manuscripts, contact Robert Michael, School of Education/State University of New York—New Paltz/New Paltz, NY 12561/USA or e-mail: michaelr@npvm.newpaltz.edu.

We would welcome you as a new DISES member ($15 as a professional member; $7.50 as a student member). Mail your division dues along with your CEC membership ID# to CEC/P.O. Box 79026/Baltimore, Md. 21279-0026.

TED

The Teacher Education Division

The new TED President, Shirley Ritter, will continue to lead TED's engagement in organizational restructuring.

Outgoing President Elizabeth Kozleski initiated a dialogue with other teacher education organizations within general education, such as the American Association of Colleges of Teacher Education and the Association of Teacher Education, to develop a shared agenda for preparing teacher candidates. Specific steps for greater partnerships taken thus far include sponsoring honorary membership for each organization, establishing links on each organization's Web site, and hosting a joint symposium on teacher education issues.

Similarly, TED is exploring ways to expand its membership and perspectives to include colleagues in public education involved in continuing professional development. The division has recognized that teacher education does not end when teacher candidates exit their professional preparation programs. Consequently, it is important to establish and maintain a partnership with public education agencies to address critical induction and continued professional development issues.

The 1999 TED Conference, "Balancing Unity and Diversity: Professionals Preparing for a Changing Educational Environment," will be held in Palm Springs, Calif., Nov. 10-13, 1999. For more conference information, check the TED Web site, www.cec.sped.org under "Divisions."

OSEP Conference, *from page 1*

Urban schools face unique challenges in accomplishing this goal, but with effective leadership, the goal can be met.

"Today, young people must know and be able to do more than any other generation to prepare for a career, citizenship, and quality of life," Payzant said.

Increasingly, educators need more knowledge about determining if behavior problems result from poor classroom management or a disability as well as preventing the overrepresentation of students in special education based on gender and/or ethnic and cultural backgrounds, according to Payzant.

Urban schools face increased racial and ethnic diversity, a higher concentration of poor families in urban settings compared to the suburbs, low achievement rates, low attendance rates, and high dropout rates.

Principals will play a key role in improving teaching and learning and guiding policy rather than leaving such decisions to the courts. However, to be effective in reform efforts, principals must communicate their vision through their actions, not just their words. They also should possess strong team-building and consensus decision-making skills along with the courage to make difficult decisions and "do what is right," Payzant said.

Successful Inclusive Settings

Successful inclusive settings require six major elements, according to Bill Henderson, principal of Patrick O'Hearn School in Boston, Mass. They are

- **Mission**—Schools must develop a mission statement that expresses its goal of successful inclusion for all students and share it with students, faculty, staff, families, and the community. All activities must include the students with the most talent as well as those with disabilities. For example, the drama club should include students who are good actors and those who have difficulty with speech.
- **High Expectations**—Although students with disabilities may have limitations, staff, parents, and students themselves should ensure that each student reaches his or her highest potential. Before it is decided a student is unable to master a skill, educators need to try different interventions and supports.
- **Positive School Climate**—An inclusive school should promote each student's worth. To do that, teachers must read the literature and network with teachers from different specialty areas, such as disabilities, so that they can implement best practices. Teachers should also examine the standards in each subject and determine how they can help students with disabilities better meet each standard. Schools should also maximize teaching time. Rather than taking a student from class for occupational therapy, Braille, or tutoring, teachers should work with the student before or after school.

Finally, "learned paralysis" should be discouraged. The staff should expect students with disabilities to perform the activities asked. Thus, "I can't do that because I have XYZ disability," would not be tolerated, though teachers may devise an accommodation or other support for the student to accomplish the task.

- **Family Involvement**—Inclusive schools must actively reach out to parents. Educators can have parents sign a contract in which they commit to working with their child and provide networking opportunities for parents, perhaps through a family center. It is also vital to involve parents on a broad basis beyond special education. For example, parents can work on policy or contribute to the school newsletter.
- **Frequent Monitoring**—To learn whether or not a school and its students are meeting their goals, schools must monitor progress frequently. In addition to standardized test scores, educators should keep samples of student work, as well as video and audio tapes. Teachers should use these items to reflect on student progress with their colleagues and with the students themselves.
- **A Strong Leader**—Effective inclusive schools require a strong leader to guide the faculty and the community. The leader will need to commit to inclusion for all students, be able to get funding and resources, and support his or her staff in educational change.

An OSEP conference attendee listens attentively during a session.

Henderson also said that creating effective inclusive schools means an expanded day for teachers. Finally, Henderson said that inclusion requires a high level of collaboration, not just between faculty members but among the entire staff.

Transition: Where We Are and Where We're Going

As transition professionals prepare students for the 21st-century work force, they must keep in mind the social development of teenagers and the specific skills their students will need to succeed, according to Michael Bullis, associate professor of education at the University of Oregon.

Working with "Teens"

Educators providing transition services must always consider their students' ages and maturity levels. For example, existing transition services tend to end when a student reaches age 21, but "teen development" often extends to the late 20s, Bullis said.

Typically, teenagers are not ready to choose a career while in high school, yet by age 14 they are expected to be involved in career planning.

"How many of us knew what we wanted to do at age 14?" Bullis asked.

Part of career planning readiness stems from work experiences gained during high school, which further challenges students with disabilities. Nondisabled students average about five to six different paid work experiences and about 20 months of work during their high school career. However, students with disabilities average only one work experience during high school and may only work for one day.

Continues on page 15

CEC Makes Progress toward Diversity

CEC continually strives to infuse all CEC Headquarters and unit activities with diversity issues. CEC has instituted the following activities to mark progress in meeting this goal:

- Suggested diversity goals for unit planning purposes were distributed at the recent Leadership Institute.
- The diversity goals units selected for the current year will be sent to the Office of Diversity Affairs to become part of a CEC diversity database.
- Progress toward meeting goals will be incorporated into the database, thus documenting CEC's diversity activities.
- Special recognition will be given during the CEC annual convention to units that engage in diversity.

For copies of the diversity goals, contact the Office of Diversity Affairs* at CEC Headquarters: 888/232-7733, kaytef@cec.sped.org, or Office of Diversity Affairs/CEC/1920 Association Drive/Reston, VA 20191-1589.

Engage in a discussion of diversity goals with your unit leadership, and help ensure that your federation, division, or chapter seeks to incorporate diversity in every facet of its activities. Then be sure that your unit's efforts are included in the database.

**The CEC Office of Diversity Concerns has a new name—Office for Diversity Affairs.*

Win a Free Trip to Vancouver from CEC!

Through CEC's Member-Get-a-Member Campaign, you could win a free trip to Vancouver, including free registration at CEC's 2000 Annual Convention & Expo in Vancouver, B.C., and free hotel accommodations! And, you will help your colleagues and CEC at the same time. For a membership kit, see the Web: www.cec.sped.org/mb/mgm.html or call 888/232-7733 today!

Leadership Institute (LI)

The 1999 LI was a huge success! Look for details in the next issue of *CEC Today*.

Get in Top Form for the New Year with These "Must-Haves" from CEC

As you gear up for the new school year, be sure you're up to speed with a full complement of professional resources. These 10 books—all CEC best sellers—will help you cross the finish line in first place. Don't take off without them!

Survival Guide for the First-Year Special Education Teacher, Revised. Not just for new teachers, this all-time favorite offers new ideas for experienced teachers and is a must for paraprofessionals. A great gift!

IEP Team Guide. Helps ALL members of the team perform their best in this important educational process.

IDEA 1997: Let's Make It Work, Preliminary Analysis: The Law and Regulations. Tells you what you need to know about IDEA 1997 and the regulations issued in March 1999 and points to resources to help comply with the law.

What Every Special Educator Must Know: The International Standards for the Preparation and Licensure of Special Educators, Third Edition. The latest word on standards for beginning special education teachers as well as professionals in the various specialty areas.

Resourcing: Handbook for Special Education Resource Teachers. With many useful forms and checklists, this CEC classic will help you do your best as a member of a school-based team.

Crossover Children: A Sourcebook for Helping Children Who Are Gifted and Learning Disabled, Second Edition. Meeting the challenges presented by this unique group of learners will be a snap with this resource that offers specific strategies and practices.

Teaching Strategies: Education of Children with Attention Deficit Disorder. A book for special and general education teachers and parents to help them understand and teach children with ADD. Includes easy-to-implement strategies that work!

Tough to Reach, Tough to Teach: Students with Behavior Problems. This popular book by a teacher of students with emotional/behavior disorders offers great tips on all aspects of teaching kids with behavior problems, from classroom setup to managing personal stress.

Assess for Success: Handbook on Transition Assessment. An essential resource when it comes to transition planning, this book helps the IEP team decide what to assess and how to use the data in career and life planning.

Life Centered Career Education
CEC's renowned transition curriculum comes in two versions: one for young people with no or mild disabilities (***Life Centered Career Education, A Competency Based Approach***) and one for students with moderate disabilities (***Life Centered Career Education, Modified Curriculum for Individuals with Moderate Disabilities***). These basic curriculum guides offer an economical approach to life and career skills instruction, and a range of support material is available as well.

To find out more about these resources, be sure to check the CEC Fall 1999 Catalog or call CEC's constituent services at 888/232-7733.

CEC makes special education work by offering educators the latest and best resources available in special education! □

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Focus on Disability—Williams Syndrome

BY WILLIAM HEALEY

Williams syndrome is a genetic disorder that appears to be underidentified and underdiagnosed. However, you may have already encountered a child with Williams Syndrome in your class.

While persons with this genetic condition differ, they have similar medical and developmental problems, characteristic facial features, and genetic traits that include sets of unique abilities and disabilities. For example, they have unusual auditory hypersensitivity, good verbal but moderately low intellectual ability, extreme politeness, lack of fear, visual/motor difficulties, and often excessively social personalities. Their musical talent can be extraordinarily good, often without formal training. While memory for singing an aria in a foreign language may be remarkable, recall for dressing correctly may not exist.

Other typical conditions include congenital heart and blood vessel defects, elevated blood calcium levels, dental and kidney abnormalities, hernias, and low muscle tone with joint laxity.

Adolescents and young adults entering the work force may experience problems learning their job because of severe learning, attention, and performance problems, especially associated with mathematics, fine motor skills, and spatial relations. Their inclinations to be highly friendly can become overbearing.

Williams syndrome appears to hold information about various functions of the brain, which controls the odd combination of extremely enhanced as well as exceptionally poor abilities. People with Williams syndrome have been described as smart and mentally retarded, gifted, and inept at the same time.

Although Williams syndrome is estimated to occur in 1/20,000 births, the total number of such persons is unknown. Several families have reported a family member not being diagnosed with the condition until sometime between the ages of 40 to 60.

Though Williams Syndrome remains a mystery, researchers are working to solve various aspects of that mystery. For instance, Colleen Morris, a geneticist, recently developed a definitive test for confirming the diagnosis of Williams syndrome. □

William Healey is a Professor of Special Education at the University of Nevada, Las Vegas.

Need Qualified Special Educators? NCPSE Can Help!

The National Clearinghouse for Professions in Special Education (NCPSE) will assist you with information and publications about recruiting and retaining special education and related services professionals and paraprofessionals. NCPSE resources include

- **34 Activities to Promote Careers in Special Education and Related Services**
- **Retention of Special Education Professionals: A Practical Guide**
- **Who's Teaching Our Children with Disabilities?**
- **Profiles Describing 18 Careers Serving Children with Disabilities**
- **Educators with Disabilities Network**

Call 800/641-7824, 703/264-9476, or see www.special-ed-careers.org for more information!

National Clearinghouse on Careers and Professions Related to Early Intervention and Education for Children with Disabilities
Funded by the U.S. Department of Education

New Book! — *Enhancing Diversity: Educators with Disabilities*

Are you a teacher with a disability? Do you work with, train, or hire teachers with disabilities to teach in general or special education classrooms?

This unique book shares insights and real-life stories about educators with disabilities from their student and professional teaching experiences. Plus, the book provides an extensive list of resources on this topic, including the Educators with Disabilities Network (EDN), coordinated by The National Clearinghouse for Professions in Special Education (NCPSE) at CEC.

Watch for the Fall 1999 CEC Resource Catalog for more details.

TAKE IT FOR *granted*

Family Literacy Grants—The Barbara Bush Foundation for Family Literacy funds projects that promote families reading together. Deadline: Sept. 10. Eligibility: Nonprofit organizations. Contact: Barbara Bush Foundation for Family Literacy, 1112 16th St., N.W., Suite 340, Washington, D.C. 20036; 202/955-6183; fax: 202/955-8084; e-mail: sooc@erols.com; www.barbarabushfoundation.com.

Raytheon Math and Science Education—The Raytheon company is seeking applications from teacher development programs that build links between K-12 and higher education particularly to increase the participation of people with disabilities, girls, minorities, and low-income people in math, science, and technology careers. Deadline: None. Eligibility: Nonprofit organizations, public school systems, and colleges and universities working with public schools in communities where Raytheon has a presence. Contact: Raytheon, Corporate Community Relations, 141 Spring St., Lexington, Mass. 02421; 781/860-2753; e-mail: communityrelations@eo.raytheon.com.

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It Seemed Like a Good Idea at the Time . . .

All educators remember at least one time in which they thought they had a great lesson plan or leadership moment just to see it go belly up for one reason or another. Following are some of our members' stories that will make you laugh and remind you that you are not alone!

Decimals and Tangerines

A friend of mine was being observed during our student teaching. For a lesson on decimal places, she chose tangerines as her anticipatory set. She gave each student two tangerines, one peeled but whole and the other peeled but divided into 10 even pieces. While working in the content mastery lab, she turned her attention to incoming students. She spent about two minutes getting the incoming students ready to work and then turned back to her group of students. The students had eaten EVERY tangerine she had placed before them!

The evaluator was laughing so hard that she had started crying! Despite her embarrassment, the teacher continued with her lesson and learned to never turn her back on students with peeled tangerines right before lunch!

By Dina Scardamalia

A Five-Alarm Breakfast

A fellow teacher and I had two great classes during the same period. As a reward at the end of the year, we decided to fix them breakfast.

Since the home economics room was already closed for the year, my colleague and I dragged in eggs, bacon, orange juice, and electric skillets. Everything was going great. The kids were enjoying themselves, the smell of bacon set everyone's salivary glands going, and the eggs were making their way to sunny-side up when our leisurely morning meal was shattered.

The fire alarm blared, and the entire high school emptied out. After the fire fighters came rushing in, we learned that the building's wiring was too old to handle electric skillets in the classrooms!

Anonymous

Making a Memorable First Impression

There was a new administrator on campus whom I had not had the opportunity to meet. I was teaching in a modified self-contained setting. The class, which had participated in several social learning projects during the year, was beginning a project—making stress balls for nursing home residents.

I instructed the students on the method. Everything was going well UNTIL one of the students dropped a balloon that contained the filler. The filler was flour, which went everywhere!

One student thought the other student had "dropped" the flour on him on purpose and picked up some flour and threw it at the other student. Of course he missed and got someone else. In all, 10 pounds of flour were dropped on the classroom floor, and the students were covered with flour. The only portion of their faces that weren't covered were their eyes. I looked the same, and little clouds of white smoke were escaping from under the door.

Just then the door opened, and the new administrator came into the classroom for a formal introduction.

Anonymous

Learning with Your Students

The frustration of five terrible spellers in a 5th-grade classroom struck a chord for a teacher who needed to keep a dictionary on the chalkboard tray to keep her own misspellings off the board. Knowing all too well what her students were struggling with, the determined teacher pulled them aside for an intensive lesson.

"Okay, open the spelling books to the front, and look at the study method laid out there," the teacher said. "Look at the word. Spell the word. Close your eyes, and picture the word. Open your eyes, and write the word. Check the spelling. Everybody got it? Good. Let's do it."

The group went through the process and on the first word ... disaster! Nobody got it. What went wrong?

"How do you picture the word?" asked Robbie, the kid with dyslexia whose horrid spelling is complicated by backwards and upside-down letters.

The chorus of agreement proved that not one student in the group understood how to visualize. And, neither did the teacher! The five students and the teacher were all auditory learners.

The teacher then set out to find alternate spelling methods. The lesson that seemed like such a good idea at the start taught the teacher more than the students.

By Linda S. Nestor

Say What You Mean

I teach children in a self-contained class, trying very hard to teach appropriate social behaviors. One day, I caught one of the children in a lie. I told him "my heart was broken." Of course, he could tell I was upset so he said he was sorry.

"I do not want there to be any stories told in this room," I continued.

About to cry, the child looked into my eyes and replied, "But I really liked that story about the pony that you read to us."

I have learned not to mince words with my students. Say what you mean, and say it so they understand!

By Sonya Prince

Know Your Students

I was teaching second grade at the Texas State School for the Deaf. One of my students, Georgia, was significantly deaf with partial hearing, but no one had ever bothered to tell her she was impaired.

One day while signing to my class their assignment, I noticed that Georgia was engrossed in coloring something on her desk and not paying attention.

I walked up to her desk, tapped her on the arm, and signed "Georgia, look at me when I'm talking to the class." She signed back, "I hear with my ears, not my eyes."

Stifling my laughter, I signed back, "Well, look at me so you can hear me better."

By Jeanne Chase □

And to Recover from Those "Good Ideas"

Sometimes we forget to take time to recover from our good ideas that went astray, to reward ourselves for good ideas that turned out to be good ideas, or just to have fun. To help you ease into the new school year, *CEC Today* put together a list of ideas for fun-filled weekends!

- Make a list of the things you want to do someday: visit the Taj Majal, ride in a hot air balloon, take a cruise. Post it on your refrigerator or bulletin board.
- Take a class for fun. Learn a new hobby.
- Visit that special piece of clothing, jewelry, or art work you know you can't live without. Commit to a savings plan.
- Get together with a bunch of friends and go bowling or rollerskating.
- Buy fresh flowers for your home.
- Pack a lunch and go with a friend to a nearby park for a picnic.
- See a matinee performance of a musical or play at your local playhouse. With the money you saved, go out to dinner.
- When you are visiting a new city, have one—or two—drinks in the fanciest hotel in town.
- Learn a new sport. Join a team or group to play it with.
- Rent a limousine with six friends for an evening of FINE dining, dancing, and cruising. Don't forget to bring along your favorite mixed tape, champagne, and a camera.
- Keep a running list or file of all the things that make you laugh out loud. Look at it often.
- Volunteer with an organization of your choice.
- Learn how to dance the Salsa, Tango, or Flamenco. Go out and strut your stuff!
- Give a gift or mail a "just thinking of you" card to a friend for no reason.
- Go to your local train station and see where you can go in a day. Go!
- Go with a friend on a business trip. While he or she is working, sleep in, order breakfast in bed, go sightseeing and/or shopping.
- Have a spa Saturday with a friend. Get a massage, a facial, your hair done.
- Meet with some special friends for dinner at least once a month. Talk, laugh, giggle, and enjoy being with each other.
- Go for a bike ride. Enjoy the wind in your hair.
- Visit some puppies.
- Book a $99 flight and go somewhere you've never been for the weekend.
- Go into hiding for a day. Read favorite books, watch old movies (or sports for the guys), eat sinful food. (Borrow your kid's mini-fridge for Häagen-Dazs and other essential perishables.)
- Host a theme party: Halloween masquerade, Oscar night, tropical paradise. Make it pot-luck.
- Write down a goal you haven't completed. Write a step-by-step plan, complete with deadlines. Work the plan.
- Tell the people you love you care about them. □

EXTRA credit

Computers and Software for Technology-Savvy Teachers—The Learning Company will award Compaq computers, educational software, and a 1-year subscription to *Technology and Learning* magazine to selected teachers who innovatively use technology to motivate their students. Deadline: September 10 (postmark). For contest entry forms and guidelines, go to the Web: www.learningcompanyschool.com/toy.htm.

Publish Your Creative Lessons—Teachers are invited to submit their innovative lesson ideas for publication in an educational book series. The submission deadline is December 15. For more information, go to the Web: www.beinabook.com or contact Kathy Kobliski at tel/fax: 315/487-6706 or e-mail: Media106@aol.com.

Earn Graduate Credits Scoring National Board Assessments—Teachers with three or more years of special education teaching experience are wanted to score assessments for two to four weeks at a time during the summer of 2000. Scorers will receive a daily honorarium and be eligible for up to six graduate credits from one of five participating universities. Contact: National Board for Teaching Standards, Suite 400, 26555 Evergreen Rd., Southfield, MI 48076; 800/532-1813; or e-mail: kmckinle@ nbpts.org.

Get Fire Safety Lesson Materials—Teachers can get lesson materials, including a video (for ages 6-9), and home fire escape lesson plans to teach fire safety during Fire Prevention Week, October 3-9, 1999. For materials, contact your local fire department (in the United States and Canada) or the National Fire Prevention Association (NFPA) at 617/984-7270. "Fire Prevention Week" materials can also be downloaded from the NFPA Web site: www.nfpa.org in the "Education" section. And, children aged 6-9 years old may also enjoy meeting Sparky the Dog, NFPA's fire safety mascot, on his Web site, www.sparky.org.

CEC President Bill Bogdan Sets Goals for CEC 1999-2000

William Bogdan began his term of office as CEC president this July during the CEC Leadership Institute held in Washington, D.C. *CEC Today* interviewed him about his goals to enhance the Council for its members and for the children and youth it aims to serve.

What are your goals for CEC and the field during your presidential year?

I want to see that by the end of my presidency CEC will be in a strong leadership position. During the past year, CEC engaged itself in a number of activities that I want to continue to strengthen. They include

- Knowledge-Based Philosophy—We will use this philosophy to guide CEC into the next millennium.
- Governance Restructuring—A new task force will look at CEC's committee and unit structures as it relates to our chapters and divisions so that we are most responsive in the quickest and most relevant and timely manner.
- Diversity—CEC will encourage leadership from CEC's diverse populations by using information learned at CEC's multicultural summit and symposium meetings.
- Commission on Special Education Teaching Conditions—I will continue to encourage the commission's work to set standards of excellence for the field.

How will a knowledge-based philosophy enhance CEC?

CEC will incorporate this philosophy into its operations and activities by continually asking the following questions:

- What is our sensitivity to our members' needs?
- What insights do we have related to our capacity and strategic positioning?
- What consideration have we given to ethical issues?
- What foresight do we possess about the future environment of our profession?
- What effect will our decisions have on the health of CEC 10 years from now?

Based on this philosophy, I will work with CEC's units and leaders to establish CEC's core purpose and values for the next set of years.

How will you assess the needs of CEC's members?

We're developing a membership survey that we will disseminate via the CEC Web site, www.cec.sped.org, and in hard copy to get very specific questions answered about what members want and need from their professional organization. It is one of this year's goals to get that accomplished.

How can CEC members play a role in any of these goals?

Within the profession, a lot is being done in peer coaching and mentoring as a way to link new people coming into the profession and help them become comfortable with their work and teaching standards. We piloted a similar program for CEC—having professional CEC members mentor student CEC members as they transition into professional membership. I would really like to see mentoring become a broader experience taken on by the organization. A one-to-one connection between members is critical in understanding each member's needs. Mentoring new members would also help encourage their active volunteerism and potential leadership within their units.

Another commitment will be general communication among members. As we move to the new millennium, it is critical that we have interactive dialog among members of the organization so that CEC continues to be a leading professional organization promoting good practice for students.

In addition to mentoring members, how else will you reach out to younger members?

Many students are being pulled into other teaching associations but lose touch with their real professional organization. A mentoring link with the help of university advisors between professional and student CEC chapters will create a web—unit-to-unit and individual-to-individual. Hopefully, the new teacher will say 'I really need CEC behind me.' I think that's the way you continue to grow leadership.

Personally, what drives you as CEC president and as a special educator?

I have identified a personal goal statement related to how we as professionals in the field advocate for and ask questions about how students with exceptionalities are accepted in their communities, at home and at school. My goal is to speak to the heart of what we each believe regarding children, youth, and young adults with exceptionalities by considering the following:

- What does it truly mean to be a member of one's community?
- What does it mean to truly embrace diversity?
- How do we celebrate the rich fabric of our own organization by celebrating the gifts we each bring to CEC?
- What are our core values related to the education of students and especially to those who struggle to be included, to be welcomed?

Everything comes down to how we value children or, for that matter, any individual. For me, that is at the core of everything I do. □

William Bogdan is the assistant superintendent of the Hamilton County Educational Service Center in Cincinnati, Ohio.

OSEP Conference, *from page 9*

"We place them at McDonald's, and when they leave after one day, we think that's a failure," Bullis said. "But, we forget that we all quit jobs. We can't expect students with disabilities to decide on their career on such limited work experience, and we need to teach students how to appropriately quit a job."

Preparing Students for the 21st-Century Work Force

To meet the work force needs of the next millennium, students must know how to acquire and use information effectively; work with and adapt to the latest technological advances; understand interrelationships of people and things; and identify, plan, allocate, and organize resources as well as have interpersonal skills and self-esteem.

And, students must continue learning specific critical thinking and basic skills (reading, writing, mathematics, speaking) for the type of work in which they will be employed.

Emerging Brain Research Looks Promising

Neuroimaging is the wave of the future in understanding how the brain works when individuals perform academic tasks, such as reading, according to Guinevere Eden, researcher at Georgetown University Medical Center in Washington, D.C.

While the research is rather new, Eden and her colleagues hope it will lead to the development of new diagnostic tools that may allow earlier and more accurate identification of individuals with developmental dyslexia. For the latest research information, call 202/687-6893 or access the Web: www.giccs. georgetown.edu. □

Certification, *from page 5*

third obstacle. Fortunately, NBPTS offers a number of supports. The assessment process informs teachers of what they need to do and know, according to Ann Welch, educational consultant. Not only will the standards guide participants, they will also get information that will steer them toward the knowledge they will need to demonstrate. For example, special education teachers may need to research an area they are not currently working in or refresh their knowledge of algebra or some other subject they have not looked at in years to handle the general knowledge section.

While some of the information asked is general, other parts of the assessment are more specific for different special education areas.

Teachers who are applying for NBPTS certification can also help each other through support groups and talk with candidates online. Some districts even have certified teachers advise applicants on the areas in which they need to concentrate.

Finally, NBPTS offers a "banking" system, giving candidates who do not attain national board certification three years in which to succeed. Candidates may retake any entries and/or exercises on which they did not meet the entry/exercise standard within the 3-year time period.

The Assessment

The assessment consists of two key parts: the portfolio and assessment center exercises.

The portfolio is completed in the teacher's classroom and includes student work, videotapes, and other teaching artifacts. The videos and student work are supported by the teacher's commentaries on the goals and purposes of instruction, reflections on what occurred, the effectiveness of the practice, and the rationale for his or her professional judgement. The portfolio also documents teachers' work outside the classroom with families, colleagues, and the community. The portfolios take at least four months to complete.

The assessment center exercises complement the portfolio and are organized around challenging teaching issues. They give the candidate an opportunity to demonstrate his or her knowledge, skills, and abilities in situations across the age range and topics of the certificate field. For example, exercises may be simulated situations to which teachers must respond or they may be explorations of pedagogical issues. Assessment centers are located in every state via technology centers, and exercises for each certificate will be available within a 4- to 6-week period during the summer.

The assessments are scored by teachers who have received intensive training and have qualified for scoring by demonstrating understanding of the National Board standards, the directions to candidates, and the scoring guides.

How to Apply

You are eligible if, at the time you apply, you hold a baccalaureate degree, have taught for a minimum of three years, and have held a valid state teaching license for those three years. You must be teaching currently to apply. Where a license is not required, you must have taught in schools recognized and approved to operate by the state. You can request an application from NBPTS via its Web site, www.nbpts.org, or call 800/22TEACH. The deadline for applications is December 1, 1999.

The CEC Standards

CEC supports the NBPTS standards* and certification and sees it as a continuation of the vital work the association has done to promote standards in special education. CEC's standards, outlined in *What Every Special Educator Should Know: The International Standards for the Preparation and Certification of Special Education Teachers* defines the standards for entry-level teachers. CEC urges special educators to first ensure they meet CEC's standards. As the next step, CEC's experienced and outstanding special education teachers should consider national board certification.

"We hope we have lots of special education teachers that apply for national board certification," said Welch. "We hope all teachers go through CEC's standards and judge for themselves if they meet them. If so, apply for national board certification, so we can demonstrate just how good special education teachers are."

**CEC will also encourage NBPTS to adopt standards for educators of gifted students.* □

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CALENDAR OF CEC events

september

Sep. 30-Oct. 2, 1999
CCBD International Conference, "Linking Yesterday and Today with Tomorrow: Making It Work for Children/Youth with Challenging Behaviors." Harvey DFW Airport Hotel, Dallas (Irving), TX. Contact: Lyndal Bullock, University of North Texas, PO Box 310860, Denton, TX 76203, 940/565-3583 (O), FAX 940/565-4055, e-mail: bullock@ tac.coe.unt.edu.

october

October 7-8, 1999
Idaho CEC Federation Conference. Sun Valley, Idaho. Contact: Julie Fodor, 208/885-3574

October 7-10, 1999
Colorado State Gifted Conference. Denver, CO. Co-sponsored by TAG. Contact: Mary Ruth Coleman, University of North Carolina—Chapel Hill, 300 NationsBank Plaza, 137 East Franklin Street, Chapel Hill, NC 27514, 919/962-7375 or 919/962-9888 (O), FAX 919/962-7328, e-mail: mary_ruth-coleman@unc.edu.

October 14-16, 1999
Florida CEC Federation Conference, "Facing the Future ... Prepared for Success." Adams Mark Hotel, Florida Mall, Orlando, FL. Contact: Paul Summa, 4010 Dale Avenue, Tampa, FL 33609, 727/588-6486 (O), 813/289-3963 (H), 727/588-6441 (FAX), e-mail: paul_summa@ placesmail.pinellas.k12.fl.us.

October 21-22, 1999
Kansas CEC Federation Conference, "Today's Trends, Tomorrow's Treasures." amada Inn, Hutchinson, KS. Contact: Marlene Riedel, 410 NW 5th, Abilene, KS 67410, 785/263-1471 (O), 785/263-7591 (H), FAX 785/263-7591.

October 21-22, 1999
Utah CEC Federation Conference, "Your Future, Our Commitment—Failure is NOT an Option," Ogden Marriott, Ogden, UT. Contact: Peggy Milligan, 11212 S 10th E, Sandy, UT 84094, 801/264-7400 (O), 801/571-7892 (H), FAX 801/264-7427, e-mail: pmilligan@do.mury.k12.ut.us.

October 21-23, 1999
Saskatchewan CEC Federation Conference, "Love Can Build a Bridge, Working with Risk Students." Moose Jaw, SK. Contact: Jan Rowlinson, 306/693-4631.

October 21-23, 1999
DCDT International Conference, "Transitions to a New Century." Sheraton, Charleston, SC. Contact: Cindi Nixon, 803/738-3255, cnixon@ richland2.k12.sc.us; Kathy Fender, 803/734-8483, kfender@sde.state.sc.us; or Joy Godshall, 803/935-5229, Joyg@ bellsouth.net, www.ed.uiuc.edu/ SPED/dcdt.

October 23-27, 1999
California CEC Federation Conference, "Meeting the Challenge of 2000." Doubletree Hotel, Costa Mesa, CA. Contact: Leo Sandoval, 309 Browning Ct, Roseville, CA 95747, 916/783-9577 (H), FAX 916/783-9577.

October 28-30, 1999
Ontario CEC Federation 43rd Annual Provincial Conference, "Empowering Our Spirit—Embracing Our Future." Ramada Inn, Sault Ste. Marie, ON. Contact: Claranne McFarling, 710-275 Albert St, Sault Ste. Marie, ON P6A 6N7 Canada, 705/945-5525 (O), 705/942-2389 (H), FAX 705/253-3962, e-mail: claranne.mcfarling@sympatico.ca.

november

November 3-5, 1999
Arkansas CEC Federation Conference, "Pathways to Community in Seasons of Change." Hot Springs Convention Center, Hot Springs, AR. Contact: Lynn Springfield, AR Special Education Resource Center, 1405 N Pierce, Suite 101, Little Rock, AR 72207, 501/280-9680, FAX 501/663-7363, e-mail: lspringfield@ arkedu.k12.ar.us.

November 4, 1999
New York CEDS Subdivision Workshop, "Information Processing Models and Problem-Solving Strategies." Long Island Marriot, Uniondale, NY. Contact: Craig Michaels, National Center for Disability Services, 201 I.U. Willets Road, Albertson, NY 11507, 516/465-1601 (O), 516/883-9666 (H), FAX 516/747-5378, e-mail (O): cmichaels@ ncds.org, e-mail (H): dreamswrk@aol.com or Myra Brahms, 212/628-6797.

November 4-5, 1999
Pennsylvania CEC Federation Conference, "New Horizons in Pennsylvania." Hershey-Harrisburg Holiday Inn, Grantville, PA. Contact: Brenda Robertson, BCIU #14, PO Box 16050, 1111 Commons Blvd, Reading, PA 19612-6050, 610/987-8541 (O), 570/385-4568 (H), FAX 610/987-8400, e-mail: brerob@berksiu.k12.pa.us.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
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Vol. 6 No. 2
September 1999

Institute on Disproportionate Representation:

Assessment and Placement of Students

Sunday, November 7, 1999
9:00 a.m. - 4:00 p.m.

The Historic Menger Hotel
San Antonio, Texas

Don't miss this 1-day institute to learn the latest issues and techniques as well as effective testing instruments to appropriately assess and place students who are culturally and/or linguistically diverse in special and gifted education.

Register Today!

Register before October 15 and pay only $119 ($59 for Student CEC members). For more information or to register, call 888/232-7733, e-mail: conteduc@cec.sped.org or see the CEC Web site: www.cec.sped.org.

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Special Education Works!

John, 23, has a severe reading disability. Despite his disability, he graduated from high school and received training as an electrician. After working for a national company for two years, he now runs his own company.

Becky, 25, also has a learning disability. She attended the University of Massachusetts on an athletic scholarship and is now a high school teacher.

Alfie, 25, has Down Syndrome. Though the "medical experts" said there was "no hope" and that he would never even speak, Alfie is bilingual, reads at a 6th grade level, and is in a job training program.

Lindsay, 11, has severe Cerebral Palsy. Though she is unable to use her hands, she maintains an A/B average and also keeps up with her classmates in written work — she types with her feet.

The stories of John, Becky, Alfie, and Lindsay are not atypical. Every special educator can look at the students he or she has taught and mark their progress — and the often remarkable success — students with disabilities achieve with the support of special education.

But, too often, the general public remains unaware of how successful special education is. They don't know that stories like the ones cited above are now the rule rather than the exception. They don't know that millions of students with disabilities are joining their non-disabled peers in mastering grade-level material. And they don't know that the number of students with disabilities graduating from high school and going on to post-secondary education or employment increases every year — all due to special education.

To counteract the false perceptions about special education, CEC is going on the offensive. CEC is launching the "Special Edu-

Continues on page 5

CEC Proposes to Give Members A Greater Voice

In one of the most significant changes in CEC's history, the association is proposing a new governance structure that would give members more say in CEC policies, direction, and leadership. Through a directly elected board of directors; a representative assembly through which members can express their concerns, ideas, and opinions; and involvement of members on issue-specific task forces, each CEC member can have input into CEC's policies and help direct CEC's initiatives. To make it possible for every member who wants to participate in CEC's governance, CEC would use not only the convention and other meetings to conduct business, it would also employ the Internet to solicit opinions, engage in discussion, enable members to vote, and remain involved in CEC from home.

CEC's new proposed governance structure would have the added benefit of allowing CEC to respond quickly to issues, thus enabling the association to better serve its members and the field. Under the proposed streamlined governance, rather than taking a year, or sometimes two years, to develop a policy or respond to an emerging need in the field, CEC's leadership would be able to do so in a matter of weeks.

"This is an opportunity for CEC to move into the 21st century," said Pam Gillet, former CEC president and chair of the Governance Committee. "The proposed CEC

Continues on page 9

State Farm Good Neighbor Award — Ann Greiner

Greiner Reaches Students Her Way

With bags packed and a driving route mapped out by her students, Special Education Teacher Ann Greiner knew she would make it to Kansas from her home in Georgia. She was confident because she trusted her students to choose the best highways, and she had taught them well.

Indeed Greiner has taught her students well. When her students leave Henry Grady High School in Atlanta, Ga., they get jobs, rent their own apartments, and balance their checkbooks, because her innovative lessons and free spirit have shown them the way to success.

In particular, it is Greiner's willingness to share her secrets with her students, her ability to turn anything into a learning experience, and the twinkle in her eye that ignites her students to overcome any obstacle.

Nothing Is a Secret

While working with a class of students with behavioral disorders, Greiner began using her checkbook as a hands-on tool to teach her students practical skills that prepare them for day-to-day adult living. Many people safeguard their financial information from friends, colleagues, and even close family members. Greiner believes otherwise.

"I trust them, and they trust me. I'm no better, no worse," Greiner said.

A 34-year teaching veteran, Greiner brings in her monthly bills, her class uses her checkbook to write the checks, and all Greiner has to do is sign them. Her students also go to the bank to make deposits and withdrawals.

Greiner often invites her students to go with her to the doctor's office, where they fill out her medical forms. While they may gain access to her medical information, more importantly, they learn how to take charge of their own medical care.

"Is There Anything You Don't Try to Teach With, Ann?"

Greiner can turn anything into a lesson. She seizes every opportunity to teach her students something practical and valuable. In addition to her checkbook lessons, her students have

- Helped her prepare for a staff development class. They set up the room, took minutes, and after the class, sent the minutes to participants.
- Made themed centerpieces for school conferences. Themes included country/western, Mardi Gras, the 1950s, and outer space. Now, they're prepared to set up banquets at hotels, says Greiner.
- Ordered supplies. They look through supply books, select needed products, and write out the order.
- Purchased a birthday cake.

"I handed Amanda my checkbook and Joaquin my cell phone. They just did it," Greiner said.

And, during a stop at McDonald's during a bus ride home from a field trip, Greiner grabbed a stack of McDonald's job applications and had her students complete them on the way home. Not only did it keep them quiet, it may have helped them land a job after high school.

Building Lifelong Friendships

When the school year ends and her students move on, Greiner keeps in touch.

"I never leave my kids," Greiner said. "My former student Kenny is now 30 years old. ... (At the end of the year) he comes to help me pack my room up."

Perhaps she is connected to her students because she has been teaching at Henry Grady High School for 22 years or because she is a fellow alumna, having graduated from Grady in 1959. Or, perhaps it's that special place in her heart she holds for them.

"It's all the times I see them that make teaching special," Greiner said.

Whatever the reason, the relationships she builds are forever and go beyond the school walls. One of her former students calls her every October 31 to remind her that it's time to put up her Christmas decorations and that he'll be by her house the next weekend to help her. Another is her daughter's godfather; he drove her children to and from college and had his wedding reception at her house.

"You're supposed to remain at a distance," people tell Greiner about her relationships with her students.

"But it hasn't worked yet," retorts Greiner. "Maybe one day I'll learn."

The Award

The State Farm Good Neighbor Award for special education was developed in cooperation with The Council for Exceptional Children. Each of the 12 recipients announced throughout the year receives a $5,000 check payable to the educational institution of the recipient's choice, recognition in national publications, and a commemorative plaque at a special ceremony at his or her school.

With the $5,000 award from State Farm, Greiner took her inner-city students to Disney World, a trip Greiner turned into a lesson, of course. Each of her students received $35 at the beginning of each day to spend. If their check register cleared at the end of each day, then they earned their $35 for the next day.

CEC congratulates Ann Greiner on her innovative contributions to the education of exceptional children and youth. □

Keep in Touch with CEC Headquarters

CEC Headquarters staff members are ready to answer your questions. Following are some of the most frequently called numbers. Voice-mail messages can be left for staff 24 hours a day. During regular business hours, 9:00 a.m. to 6:00 p.m. Eastern time, CEC members can also call CEC's toll-free number — 888/232-7733 — to connect to CEC's Constituent Services Center and the appropriate staff member.

To dial the extensions listed below, call 888/232-7733 (toll-free); 703/620-3660; or direct dial 703/264-

- (For 400 extensions) 9+extension.
- (For 500 extensions) 3+extension.
- (For 200 extensions) 7+extension.

General Membership Questions

888/CEC-SPED (888/232-7733)
service@cec.sped.org

- Address Changes for Members
- Chapter Changes for Members
- General Information about CEC
- Membership Renewals
- Orders for Products, Publications, and Subscriptions
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This is only a partial list of the many services provided by CEC Headquarters. See the CEC Web site, www.cec.sped.org, for the entire CEC Headquarters directory or call CEC at 888/CEC-SPED. □

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Advocacy in Action

Tips for Effective Advocacy

CEC has a long, proud history in the federal advocacy arena, but it is the empowered CEC member who can make a difference at the state/provincial and local levels.

Most of what a good advocate does is intuitive and grows out of a few basic principles. But when advocates get discouraged, entangled in details, or confused, the following principles can clear their heads as well as renew and redirect their energies.

Find a Legislative Champion

CEC members and staff can plan, coordinate, and implement advocacy activities from the outside, but only a member of the legislative "club" can handle the inside game.

Find a legislative champion who is willing to take up your cause with his or her colleagues. He or she should be

- In a leadership position or holding a seat on a key committee, preferably a committee responsible for disability or gifted issues.
- Well-liked by his or her peers.
- Committed to the outcome you seek.
- Willing to work the issue.

Search for this special person among the personal contacts of CEC members or begin a relationship yourself. Find someone who has a family member with a disability or prior experience working with individuals with exceptionalities.

Organize, Coordinate, Orchestrate

Plan as much as you can, leaving little to chance. Once the legislative session starts things move quickly, so coordinate carefully with your advocacy team, legislative champion, and other key policy makers and staff. Be sure all your allies speak with one voice.

Keep It Simple

Policy makers are always pressed for time, so don't waste it. State your best case in 30 seconds. Keep your message simple, appealing, and to the point. Avoid abbreviations and special education jargon. (For example, say disabilities or gifts instead of exceptionalities.)

Any written documents you leave behind also should be concise, fitting on one page (chart and table formats work well). If a legislator or staff member wants more information, you can always supply it. But unsolicited lengthy documents have slim chances of ever getting read.

Learn How Others Think

Learn how policy makers think by listening to the questions they ask about the issue. Remember that once you, too, knew very little about the issues regarding children and youth with exceptionalities. Incorporate what you have learned through personal experience into conversations with people who have never had those experiences.

Be Prepared to Compromise

Avoid show-downs. You may have to negotiate. Social policy is an evolutionary process. If you do not get all you seek the first time you ask (and you probably will not), ensure that the work you do constructs a base on which you can build future efforts.

Never Burn Your Bridges

Alliances shift in the public policy arena, and opponents on one issue become allies on another. Deal with your adversaries as you would like them to deal with you. In advocacy, friends and enemies are never permanent.

Honor the Staff

Don't underestimate the importance of staff in a policy making body. The policy makers for whom they work trust them — you should, too. It is often more advantageous to speak with staff members directly as they often develop greater expertise than their bosses. Treat staff well by thanking them and keeping them well-informed.

Follow Up

After the dust settles, debrief your allies to reinforce your strengths and shore up your weaknesses. Learn from your and your team members' experience to develop better strategies for the next time.

Finally, thank your supporters as a goodwill measure and to make them more willing to help you in the future. □

For more strategies to implement positive special education policies, order CEC's Handbook for Strengthening Grassroots Advocacy by calling CEC at 888/232-7733 (Book# R5087R) or contact CEC's Public Policy Unit at 703/264-9498.

Education Department Dispels Statement that Special Education Teachers Are No Longer Needed

The U.S. Education Department responded to a joint letter by CEC, the National Education Association, and the American Federation of Teachers about a misleading conclusion in the *The 20th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act* that said inclusionary classrooms would decrease the demand for special education teachers. An abridged version of the letter follows:

"Thank you for you letter expressing concern about an apparent conclusion contained in *The 20th Annual Report to Congress* on the Implementation of IDEA in a module entitled, "Special Education Teachers: National Trends in Demand and Shortage." The statement appeared to suggest that the shortage of special education teachers can and should be resolved simply by shifting the responsibility for educating students with disabilities away from special educators and toward general educators.

Nothing could be further from the truth. ...

"... Inclusion does not diminish the need for qualified special education teachers. In fact, as special educators serve more students across a number of inclusive classrooms, the demands of their job have become more complex, demanding even greater expertise in collaboration and consultation.

"However, inclusion and collaboration alone will not resolve the difficulties posed by the shortage of special education teachers. While no single approach can eliminate this problem, increasing both the number of qualified special education and general education teachers must be part of the solution. I deeply regret that the *20th Annual Report* seems to suggest otherwise. ..."

Read the entire letter on CEC's Web site, www.cec.sped.org.

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Special Ed. Works, *from page 1*

cation Works" campaign to make the public aware of how successful special education is. This article is the first in a series of strategies to increase public awareness of the many positive aspects of special education, its success in the lives of children with special needs, its impact on general education, and how it can be supported. CEC will keep its readers informed of campaign updates through future articles in *CEC Today* and on the Web site, www.cec.sped.org.

"The work we do as special education and related services professionals is remarkable," said William Bogdan, CEC's president. "But we have an additional responsibility. We must inform the public of our students' success and our success and help people understand just how much our work accomplishes."

Where's the Proof?

One of the first things we're asked is "how can we prove what we are doing is working." In the past, because little data was collected, special educators relied on anecdotal evidence to support their claim that special education helps students learn. Today we have research to support our knowledge that special education helps students succeed educationally. Research also shows which special education strategies are most effective.

For example, recent data show that the number of students with disabilities who graduate with a high school diploma has increased by more than 30 percent in the past 10 years, according to the *20th Annual Report to Congress*. Additional data show that the number of students with special needs going into post-secondary education has doubled over the past decade, which a Harris poll attributes to the Individuals with Disabilities Education Act, says Judith Heumann, assistant secretary to the Office of Special Education Programs. And, a 1998 study by Eric Hanushek, John Kain, and Steven Rivkin, *The Texas Schools Microdata Panel*, showed that "special education programs on average have a significantly beneficial effect on performance. One year in special education boosts the average math score by at least 0.09 standard deviations and the average reading score by at least 0.04 standard deviations over what would be expected in general education classes, the study said.

Successful Special Education Strategies

Even more data is available to support the use of specific educational strategies that special educators use to help their students succeed academically.

"We have a broad array of valid instructional procedures," said Don Deshler, professor at the University of Oregon and CEC's 1997 J. E. Wallin Lifetime Achievement Award winner.

Some strategies that have been proven to be particularly effective for students with disabilities include providing intense, sustained instruction with a small teacher/student ratio, providing direct instruction, teaching strategies for independent learning, utilizing peer tutoring, providing training in phonological awareness, and providing early childhood interventions.

Many times the gains students accomplish through these special education strategies are remarkable. For example, at Moskegun High School in Moskegun, Mich., of approximately 600 9th grade students, many were reading at or below the 4th grade level. After receiving intense instruction in reading strategies with a 1-5 teacher/student ratio, the students were reading on grade level within three to eight weeks, according to Deshler. In another study, students in a West Virginia juvenile detention system, many of whom had disabilities, were taught writing strategies, including sentence writing, paragraph writing, and error monitoring techniques. Before the instruction, the students' average ACT score was 11; after the instruction, their ACT scores averaged 21.

Deshler's assertions are supported by Margo Mastropieri, professor at George Mason University and member of CEC Chapter #192, who provided the following documentation for various interventions used by special educators.

- Across all academic areas, students with disabilities have been very successful when their teachers use a direct, systematic instructional approach. As an example, an evaluation of a "Corrective Reading" program, which used direct instruction techniques, revealed that reading achievement increased by a factor of 4 to 1 over previous years.
- Systematic cognitive strategy instruction has significantly increased the level of meaning students with disabilities can derive from text. In a recent investigation for reading comprehension for academic texts, students with dis-

Continues on page 13

Effective Teaching Strategies

Direct Instruction

- Specifying clear lesson objectives
- Teaching directly to those objectives
- Making learning as concrete and meaningful as possible
- Providing relevant guided practice
- Providing independent practice
- Providing transfer practice activities

Steps for Increasing Learning for Students with Disabilities*

- **Sequencing** — Breaking down the task, step by step prompts
- **Drill-repetition & practice-review** — Daily testing of skills, repeated practice, daily feedback
- **Segmentation** — Breaking down targeted skill into smaller units and then synthesizing the parts into a whole
- **Directed questioning and responses** — The teacher verbally asking process-related and/or content-related questions
- **Control difficulty or processing demands of a task** —Task is sequenced from easy to difficult and only necessary hints and probes are provided
- **Technology** — Use of a computer, structured text, flow charts to facilitate presentation, emphasis on pictorial representations
- **Group instruction** — Instruction occurs in a small group, students and/or teacher interact within the group
- **A supplement to teacher and peer involvement** — May include homework, parent or others assist in instruction
- **Strategy Cues** — Reminders to use strategies or multisteps, the teacher verbalizes problem solving or procedures to solve, instruction uses think-aloud models

*From Swanson, H. L. (1999). *Learning Disabilities Research and Practice, 14(3).*

Survival Tips for First-Year Teachers

BY KRISTEN WALLITSCH

Supply lists have been completely gathered and the feeling of preparation is in the air as summer comes to an end. Butterflies stir in your stomach as you think about the first day of school and all of the expectations of your peers. Mixed feelings of excitement and nervousness are sitting in your throat as you wonder if people will like you or how you should act.

These feelings are familiar to us all as we prepare for the first day of school as a student, but this year it's worse! You are no longer a student, you are a first-year TEACHER.

Following are some tips that will help make the transition from student to teacher a little easier.

Be Positive

It is important that you maintain a positive attitude. This is easier said than done. If you have fun and enjoy what you teach, then your students will have fun learning. The attitude you take toward your students will strongly affect the attitude they have toward you.

Not only is it imperative to be positive toward students but toward yourself as well. Do not put yourself down or second-guess yourself. All of your course work has been completed, and you are ready to teach. Now work to gain experience in your new profession. Don't give up — you CAN do it!

Use the Resources You Already Have

Resources include books, buddies, and the Internet. Find someone in your school you can look to for help. It is good to make connections with a seasoned teacher, someone who can show you the ropes and back up his or her suggestions with personal experience. Making friends with a first-year teacher will also be helpful because you'll have someone to talk to who is experiencing similar feelings.

Remember to use the Internet. This is a resource with endless possibilities. There are unlimited lesson plans and activity ideas for every subject.

Reduce Stress

Explore different ways to reduce stress. When you find a way that works, stick with it, and do it often. Life should have a balance between school, family, friends, and personal time. Take time for the things that are important. Use planning time to do as much work as possible. Leave as much work as possible at school when you leave for home at the end of the day.

Exercise and eat right. Take care of your body. No matter how difficult it may be to work up the energy after a long day at school, you will feel better if you include exercise in your day. This will also help maintain a strong body. There are germs all over school buildings, so the healthier you keep your body, the better equipped it will be to fight off germs and keep disease away. You may also want to invest in some vitamins that may be lacking in your diet.

Planning

When in doubt, over plan. It is better to have too many activities for your students and not get to them all than not have enough. Plan generic backup activities for when short amounts of time are left over after a lesson and there is not enough time to begin another one. Suggested activities include generic math worksheets, journal writing, working on the class computer, drawing a picture, reading a book, or cleaning out desks.

Organization

Create your own way of organization. Different methods work better for different people. Try a variety of ways and then use what is best for YOU. Different materials that can be useful for organization are plan books, folders, binders, milk crates, and post-it notes.

Professional Interactions

When joining the world of special educators, you are entering into a world where many people differ in educational philosophies. Sharing ideas with people who differ in opinion can be beneficial. You can learn a side of a situation you had never considered before.

There can also be situations in which two parties have conflicting opinions. Advocate for the issues you believe in, but it is also important for you to pick and choose your battles wisely. Will the conflict cause positive outcomes or will it end in disaster? Is it worth the time, energy and sacrifices you are about to make? Will actions be taken in the best interest of your students? Ask yourself these questions before taking on any battle, and carefully weigh your options.

These are just a few ideas you can use as your first-year teaching adventure begins. Use these ideas as presented or expand and make them into creations of your own. Best of luck and enjoy the first year! □

Kristen Wallitsch is a student teacher at Cane Run Elementary School and attends Bellarmine College in Louisville, Ky., where she is a member of CEC Chapter #605. She is also vice-president of communications for Student CEC.

EXTRA credit

Fairy-Tale Scriptwriting Contest — Have your 7th- and 8th-grade students submit story scripts to be posted on the Web. The name of each student who submits a story will be acknowledged online, either as a contributing writer or as an Honorable Mention. Deadline: Nov. 30. Contact Elaine Lindy at Whootie Owl Productions, 877/WHOOTIE, whootieowl@storiestogrowby.com or see the Web: www.familyinternet.com/StoryGrowby.

Culturally and Linguistically Appropriate Services — A Dream or the Dawn of a Reality?

The Culturally and Linguistically Appropriate Services (CLAS) Early Childhood Research Institute is working to give practitioners and families access to the tools they need to make the dream of appropriate materials for students from diverse backgrounds a reality. The CLAS database is an electronic library catalog of materials used in early intervention with families from culturally and linguistically diverse backgrounds. It is a collaborative project with the University of Illinois at Urbana-Champaign, University of Wisconsin at Milwaukee, and CEC.

Designed to support the work of practitioners in early intervention, the CLAS database is a unique resource for the field and the families it serves. Since 1997, CEC staff have been gathering materials used in various aspects of early intervention with children from birth to five who have disabilities or are at-risk for developing disabilities and are part of culturally and linguistically diverse groups.

The materials are reviewed by a geographically, professionally, culturally and linguistically diverse group. Their reviews are posted on the CLAS Web site, clas.uiuc.edu, where public response is encouraged. The database contains 2,600 documents and the Web site is a rich resource for papers and literature reviews, bibliographies, and ongoing discussions about these issues.

Visit the CLAS Web site, http://clas.uiuc.edu and join the national conversation about these materials.

To submit materials for consideration, send two copies of each item to CLAS Coordinator/CEC/1920 Association Drive/Reston, VA 20191-1589.

Why the CLAS Database Is So Important

What part of you is defined by culture? Do you imagine that you don't have a culture? Think again. Each human being has a cultural and linguistic heritage that shapes who we are, but each must recognize and understand the influences of one's own culture to understand how it affects the services we provide to families. Just reflecting on this is the first step to understanding how culture and language influence the success or failure of interventions.

When the service provider and the family are from different cultures, there may be some discord in their interactions. Sometimes the clash is subtle and unspoken, sometimes it is misunderstood by both parties, and sometimes, most remarkably, it is a mutual learning and collaborative experience that results in an enriched life for the child with exceptionalities. □

The CLAS project is funded by the Office of Special Education Programs of the U. S. Department of Education.

Office of Civil Rights Officials Meet with CEC Staff

Assistant Secretary Norma Cantu of the Office of Civil Rights (OCR) and members of her staff met with CEC Headquarters staff to discuss effective strategies that will ensure culturally and linguistically diverse students receive an appropriate education.

During this July meeting, Secretary Cantu identified the following unmet needs that OCR will pursue:

- Students with limited English proficiency.
- Title IX (harassment and athletics).
- Misuses of testing, specifically how students with limited English proficiency are tested, situations in which the same test scores are used differently, and problems with inappropriately performed re-evaluations.

Additionally, OCR will work on involving parents in compliance reviews and posting the newest batch of data for the school level on the Internet, Cantu said. And OCR will address high-stakes testing and students with disabilities in higher education.

CEC alerted OCR to additional issues:

- The need for the National Academy of Sciences study on the disproportionate representation of students from culturally and linguistically diverse backgrounds in special education to address gifted education as well.
- Issues of "twice-exceptional" students.
- Strategies needed to minimize disproportionate representation.
- Concerns regarding students with disabilities in charter schools.

Help Your Students Through the United Way and Combined Federal Campaigns

Donate your United Way and Combined Federal Campaign contributions to the Foundation for Exceptional Children (FEC) and help CEC promote the educational success of students with exceptionalities. You can select FEC on your state's United Way Campaign form if it is listed or write it in (many states now allow donors to write in the nonprofit, tax-exempt organization of their choice). Through the Combined Federal Campaign, federal employees can designate their contribution to the Foundation by entering number 418 on the federal forms.

For more ways to target your contributions to the Foundation, call FEC at 888/232-7733 x507 (toll free).

The Y2K "Bug" Haunts CEC Early

CEC is Y2K ready, but preparing the CEC database for the new millenium has caused a few temporary glitches — slowed processing of purchased orders, membership renewals, and subscription orders and returns. Please bear with us while we continue to work out the resulting problems from this major system upgrade.

Division Focus

CASE

The Council of Administrators of Special Education

The 10th Annual CASE Conference is scheduled for Nov. 18-20 in Chandler, Ariz. The registration deadline is Oct. 15, 1999. Registration forms are available on the CASE Web site, which can be reached through the CEC Web site, www.cec.sped.org. The conference includes a pre-conference workshop titled, "Standards, Assessments, and IEPs: Planning for Success in the General Curriculum," presented by Michael Hock. Cal Evans, director of special education in Sandy, Utah, will be the opening luncheon speaker. Gary Marx from the American Association of School Administrators will deliver the keynote address, "Violence ... What If It Happens in Your Schools?" The final 3-hour general session will feature Art Cernosia who will address current legal issues that administrators need to know. The general sessions plus 29 concurrent sessions promise an outstanding conference!

In late August, all U.S. CASE members were mailed a complimentary revised copy of the popular publication *Section 504 and the ADA: Promoting Student Access.*

All CASE members recently received their first issue of the new CASE newsletter. Members are urged to send newsletter suggestions to the CASE office, 505/243-7622 or fax: 505/247-4822.

CEC-PD

The CEC Pioneers Division

If you have been a CEC member for more than 20 years, you are eligible to become a member of the CEC Pioneers — a group of individuals who have devoted their lives and made significant contributions to special education.

All CEC-PD members receive a membership directory and three newsletters per year and can join the Pioneers e-mail network. CEC-PD membership is $20.00. To join, contact Pioneer Membership Chair Jean Lokerson, 3914 Monument Avenue, Richmond VA 23230-3902 or e-mail: jlokerso@saturn.vcu.edu.

The Pioneers showcase session during the 2000 CEC Annual Convention & Expo in Vancouver, B.C., will honor the work of Canadian Earl Campbell. Pioneers will also host their annual dinner event on Saturday evening of the convention.

DCDT

The Division on Career Development and Transition

DCDT will host its 10th international conference, "Transition to a New Century" in Charleston, S.C., Oct. 21-23, 1999. The conference will feature a keynote address by Ted Kennedy Jr., who lost a leg to bone cancer in 1973 and works as a civil rights advocate for people with disabilities. This conference will offer significant information to national, state, and local professionals and other stakeholders who are interested in the career development and transition field. Mark your calendars now and come to Charleston to celebrate the transition to the 21st century.

DISES

The Division of International Special Education and Services

Through participatory planning with the DISES extended leadership and our international liaisons, DISES has established the following priorities for the current year.

- Make the Special Education World Congress (SEWC) in Vancouver, B.C., in April 2000 a great success.
- Recruit new members, especially from outside the United States, using the SEWC as one platform in addition to other methods, and devote attention to retaining and involving members.
- Set up informal, time-limited international networks on specific special education topics.
- Contribute to the work of the Task Force on Options for CEC's International Future.
- Establish working relationships with other international organizations as well as with other CEC divisions.
- Develop the advisory/cooperative role with the CEC parent organization that was planned when DISES was formed.
- Implement a new approach to DISES governance and management, using online discussion forums among all 30 DISES leaders and overseas liaisons and online voting on issues prior to convention meetings.

MRDD

The Division on Mental Retardation and Developmental Disabilities

MRDD is currently involved with other national organizations to determine if the use of the name mental retardation should be changed. MRDD will survey its members and other CEC members to learn different opinions on the use of the term and any appropriate alternatives. In the meantime, a board representative will continue to attend task force meetings, co-sponsored by the American Association on Mental Retardation and The Arc, to discuss the issue.

MRDD is also planning its next conference for Oct. 12-15, 2000, in Baltimore, Md. The conference will highlight mental retardation, autism, and other developmental disabilities around transition issues. A call for papers will be disseminated in the next few months.

TAG

The Association for the Gifted

Congratulations to the 1999 TAG Award Recipients — Award for Outstanding Contributions to Gifted Education, Susan Johnson, Baylor University and Award of Appreciation, Roy Weaver, Ball State University.

On April 14,1999, TAG held its annual diversity symposium. John Johnson of Process Works led the 60 participating U.S. and Canadian educators in a series of activities illustrating the broad range of human diversity. Mary Frazier, TAG governor-at-large, challenged the group to move the field from rhetoric to real change in addressing the needs of gifted students from diverse backgrounds.

Working groups at the symposium addressed four component issues of the draft Diversity Action Plan developed the previous year. The components are issues, identification, curriculum, and teacher development.

The Diversity Action Plan emphasizes the need to move away from unitary definitions of giftedness and standardized IQ tests as the basis for identification. Instead, the plan focuses on giftedness that recognizes multiple forms of expression, with motivation and performance as critical aspects of identification as well as making programs "invitational" services with rigorous, accelerated, and respectful curriculum. Persons interested in reviewing the plan and/or participating in the

Special Pull-Out Section — Proposed Changes to CEC Articles of Incorporation and CEC Constitution and Bylaws

The CEC Board of Governors voted in June 1999 to publish the proposed changes to the CEC Articles of Incorporation and the CEC Constitution and Bylaws following a 2-year process of studying the current structure and proposed restructuring of CEC governance. This process culminated in the Report of the Governance Study Task Force and additional work by the CEC Governance Standing Committee. These proposed changes will be an action item on the agenda of the April 2000 CEC Delegate Assembly in Vancouver, B.C. (Deleted language is noted by ~~**bolded strike-out**~~ and new language is noted by ***bolded italics***.)

CEC Articles of Incorporation

The proposed changes consist solely of deleting reference to "Board of Governors" and substituting the term "Board of Directors" and changing the date of adoption. There were no substantive changes to the document.

Constitution and Bylaws of The Council for Exceptional Children

ARTICLE I — Name of the Organization, Offices, and Corporate Seal

Section 1. Name. The organization shall be known as The Council for Exceptional Children.

Section 2. Principal Office. The principal office of The Council for Exceptional Children (hereinafter referred to as "The Council" or "CEC") shall be at 1920 Association Drive, Reston, Virginia 22091. However, The Council may change its principal office and also establish and maintain such other offices both within and outside the District of Columbia or the United States as the Board of ~~**Governors**~~ ***Directors*** shall designate from time to time.

Section 3. Corporate Seal. The corporate seal shall have the name of The Council and shall have inscribed thereon the words "Corporate Seal, Washington, DC." The seal may be changed at the pleasure of the Board of ~~**Governors**~~ ***Directors***.

ARTICLE II — Governing Authority, Purposes, and Activities of the Organization

Section 1. Articles of Incorporation and Constitution and Bylaws. The Council is incorporated under the laws of the District of Columbia pursuant to Articles of Incorporation filed on June 17, 1969. The Council shall be governed by the Constitution and Bylaws as amended from time to time in accordance with the provisions hereof. The Constitution and Bylaws shall not conflict with the Articles of Incorporation.

Section 2. Purposes. The purposes of The Council are (a) to advance the education of children and youth with exceptionalities of the United States and Canada, and (b) to establish and administer programs and activities for the education of its members.

Section 3. Activities. The Council may sponsor or engage in activities that further the purposes stated above, including but not limited to:

a. Maintaining and using a file of publications.
b. Holding regional, national, international, and worldwide meetings to encourage the exchange of ideas and knowledge.
c. Issuing periodic and special publications to encourage the exchange and dissemination of information with regard to the improvement of educational services for children and youth with exceptionalities.
d. Acting as a clearinghouse for information.
e. Receiving and administering general and specific grants for nonprofit educational purposes.
f. Engaging in appropriate research.
g. Engaging in any and all activities including but not limited to research, experimentation, dissemination of information, and funding and granting of scholarships or fellowships.
h. Any other activities that would serve the purposes of The Council as set forth in the Articles of Incorporation and the Constitution and Bylaws, provided such activities are appropriate for a tax-exempt organization described in Internal Revenue Code 501(c)(3).

ARTICLE III — Membership in the Organization

Section 1. Categories of Membership. Membership in The Council shall consist of professional ~~**personnel**~~ and other individuals who are interested in the education of children and youth with exceptionalities and whose prescribed dues are paid.

a. Regular Member. A regular member shall be a person enrolled in The Council possessing membership rights described in this article except those categories otherwise specified.
b. Student Member. A student member shall be a person enrolled in The Council who is a full-time student during the academic year as defined by an accredited college or university or a person enrolled in The Council who is a part-time student who is not engaged in full-time employment as a certified professional in the field of education.
c. Associate Member. An associate member shall be a person enrolled in The Council who is a parent or family member or is in a paraprofessional assignment. These members shall be able to join CEC units as associate members and express their opinions at CEC functions, but they shall not have any of the other membership rights described in Section 3 of this Article, except for such other privileges as may be authorized from time to time.
d. Life Member. A life member shall be a person enrolled ~~**prior to June 30, 1973,**~~ in The Council ***prior to June 30, 1973,*** on a life term basis and who shall, upon retirement, be eligible to receive all benefits available to retired regular and retired life members.
e. Retired Regular Member. A retired regular member shall be a person enrolled in The Council who has ~~**been**~~ officially retired ~~**by**~~ ***from*** his or her employing agency and has not accepted another full-time position.
f. Retired Life Member. A retired life member shall be a person enrolled in The Council on a life term basis who has been a regular member of The Council, ~~**has attained the age of 65 years,**~~ has ~~**been**~~ officially retired ~~**by**~~ ***from*** his or her employing agency, has not accepted another full-time position, and enrolled prior to June 30, 1986.
g. High School Club Member. A high school club member shall be a high school student who has become a member of a High School Club for Exceptional Children. These members shall be able to express their opinions at CEC functions but they shall not have any of the other membership rights described in Section 3 of this Article.
h. Joint Member. ~~**Joint membership is available for couples who are each eligible for and interested in membership in The Council but wish to receive one set of publications.**~~ ***A joint member is one of a couple who are each eligible for, and enrolled in, The Council, but wish to receive only one set of publications.***
i. International Member. An international member shall be a person enrolled in The Council who has an address outside the United States or Canada.

Section 2. Unified Membership. All members of CEC chapters are members of the international organization as well as members of the state or provincial federation (if one exists). Similarly, all members of CEC divisions and subdivisions are required to hold concurrent membership in CEC, and all members of subdivisions must be members of their related divisions and federations (if one exists) or, in the case of Canada, must be members of units in Canada.

Section 3. Rights. Except as otherwise provided in the Articles of Incorporation or in the Constitution and Bylaws, membership in The Council shall include the right to vote; to hold local, state or provincial, national, and international office; to petition; to serve on appointive bodies; to receive The Council's official ~~**journals**~~ ***publications***; and to benefit from such other privileges as may be authorized from time to time.

Section 4. Persons Eligible. Any person who meets The Council's es-

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tablished requirements at the time he or she applies for membership shall be eligible for enrollment and for continuing renewals in the category of membership which is appropriate.

Section 5. Special Recruitment Efforts. The Council seeks the enrollment of eligible persons with disabilities and those from diverse ethnic and multicultural groups.

Section 6. Special Membership Provision. A majority of all Council members shall be actively engaged in professional work related to the education of children and youth with exceptionalities.

ARTICLE IV — Structure of the Organization

Section 1. Units. The Council shall have as segments of its structure organizations (units) known as chapters, federations, branches, divisions, subdivisions, and others that may be created by the ~~Delegate Assembly~~ *Board of Directors*.

Section 2. Student Association. The Council shall organize and conduct a student association, to be known as the Student Council for Exceptional Children.

Section 3. Standards. The Council shall establish, for effective operation:

a. The permissible kinds of Council membership and the regulations and dues relating thereto.
b. The minimum program standards for each type of Council unit and Student CEC.
c. The minimum requirements for constitutions and bylaws of The Council units and Student CEC.
d. The minimum requirements each type of unit must meet to receive a charter.

ARTICLE ~~VI~~ *V* — Board of ~~Governors~~ *Directors*

Section 1. Composition. The Board of ~~Governors~~ *Directors*, the administrative, *general legislative, and policy making* body of The Council, shall consist of the following ~~membership~~ *twenty-one members*: ~~one governor from each federation; one governor from each eligible branch; one governor from each eligible unorganized state, province, or other designated area; one governor from each division; the President (ex officio, voting) of the Student Council for Exceptional Children; and seven governors at large: two from diverse ethnic and multicultural groups, *one from the classroom ranks, one from Canada, and three others (unspecified)~~ *fifteen members-at-large, four of these positions from diverse ethnic and multicultural groups; one from the classroom ranks*; one from Canada; and nine others non-designated; one Student Member; one External Member;* and four officers (namely, the President, President Elect, ~~First Vice President, and~~ Immediate Past President, *and Treasurer*). *In addition, the CEC Executive Director serves as a non-voting member of the Board.*

*at the time of election and throughout the term of office, the individual must be a current practitioner as defined under "of the classroom ranks" in the CEC Glossary (SECTION FOUR, Part 1 of the CEC Policy Manual). If at any time during the term of office, the elected individual no longer meets this definition, he or she must resign from the ~~Executive Committee~~ *Board of Directors* and the process described in Article VI, Section 4, Terms of Office and Succession, C ~~(1)~~ will be implemented.

Section 2. Eligibility Criteria for Elected Office.

a. Membership in The Council shall constitute a prerequisite for election or appointment to or continued membership on the Board of ~~Governors~~ *Directors, with the exception of the External Member.*
b. ~~Membership in the federation, branch, or division represented is a prerequisite for election to, appointment to, or continued membership on the Board of Governors.~~ *The President Elect must have served on the Board of Directors in order to be considered by the Nominations Committee as a nominee for the position.*
c. ~~Residence or primary place of employment in the state, province, or other designated area to be represented shall be a prerequisite to nomination, election, and/or continued eligibility as a state, provincial, or other designated area representative on the Board of Governors.~~ *The Student Member shall meet the requirements of the CEC student membership category as described in Article III, Sec. 1 b, at the time of consideration by the Nominations Committee for candidacy, at the time of appointment by the Board of Directors, and throughout the term as Student Member of the Board of Directors. If at any time during the term of office, the appointed individual no longer meets this definition, he or she must resign from the Board of Directors and the process described in Article VI, Sec. 4 Terms of Office and Succession, will be implemented.*
d. *The External Member shall come from outside of CEC's membership as defined in Article III. The individual must be familiar with and in support of CEC's mission and have expertise that may not be found within the current members of the Board of Directors, but is important to the accomplishment of the CEC Strategic Plan, business plan, or other action plan authorized by the Board of Directors.*

Section 3. Selection of ~~Governors~~ *Members of the Board of Directors.*

a. ~~Each eligible federation, branch, unorganized state, province, or other designated area, and division shall select a representative to CEC's Board of Governors whose term shall be in accordance with The Council's established election cycle.~~ *All candidates for positions on the Board of Directors, with the exception of the CEC Executive Director and the External Member, are nominated by the CEC Nominations Committee, or become candidates through a petition process.*
b. ~~A newly organized federation, branch, or division that is eligible for representation on the Board shall be granted a seat which is effective as soon as it has conducted its selection and properly certified the person of its choice, provided that the state, province, or other designated area, or division concerned does not already possess a governor with an unexpired term.~~ *The President Elect is elected by the eligible voting membership as defined in Article III, Section 1 (a-i) and Section 3, from a suggested slate of candidates prepared by the Nominations Committee and through the candidate petition process.*
c. *The members-at-large are elected by the eligible voting membership as defined in Article III, Section 1 (a-i) and Section 3, from a suggested slate of candidates prepared by the Nominations Committee and through the candidate petition process.*
d. *The Treasurer and Student Member are appointed by the Board of Directors from a suggested slate of candidates prepared by the Nominations Committee. The External Member is appointed by the Board of Directors.*

Section 4. Terms of Office and Succession.

a. Length of Term. The term of office for ~~governors~~ *members of the Board of Directors* shall be 3 years. The terms shall be staggered on a fixed-cycle basis (see Section Two, Part 1, Chapter 03, Paragraph 1) according to ~~a~~ *an established* schedule ~~established by the Delegate Assembly~~, so that as nearly as possible one-third of the ~~governors~~ *members-at-large are* elected each year. *The terms of office for other members of the Board of Directors shall be: President - one year; President Elect - one year; Immediate Past President - one year; Treasurer - three years; Student Member - one year; and External Member - two years.* The term of any officer or ~~governor~~ *director* shall expire at the end of the period for which he or she was selected or appointed, or as soon thereafter as a duly elected or appointed successor is available to assume the post.
b. Restrictions.
   1. A member-*at-large* of the Board of ~~Governors~~ *Directors* who was elected to and has served a full 3-year term on the CEC Board of ~~Governors~~ *Directors* is eligible to be reelected to a second full term in the same position immediately upon completion of the first term. A third consecutive elected term in the same position is not permitted. However, a person who has served two consecutive elected terms will become eligible for reelection to the same position following a 1-year

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break in service. Serving as an appointed member of the Board of ~~Governors~~ *Directors* will not be counted as elective service and will therefore not be considered in matters of individual succession.

2. A member of the Board of ~~Governors~~ *Directors* who is elected or appointed to another post on said Board shall be eligible to accept it, effective upon termination (either by expiration or resignation) of his or her present term of office.

~~3. A person elected as the governor of a unorganized state, province, or other designated area, which then organizes a branch or federation prior to the expiration of his or her term, shall become governor for such branch or federation and shall complete, as such, the term for which he or she was elected.~~

~~4. Only CEC members who reside in the state, province, or other designated area concerned may submit names in nomination to the Board of Governors to represent said concerned state, province, or other designated area.~~

c. Midterm Vacancies and Election Emergencies.

1. A vacancy among the ~~governors at large, among the governors of unorganized states, provinces, or other designated areas, or among the officers~~ *elected members of the Board of Directors*, after succession, may be filled until the next regular ~~meeting of the Assembly~~ election upon a recommendation by the ~~President~~ *Nominations Committee* and confirmation by the Board of ~~Governors~~ *Directors* in session or by ~~mail~~ vote *through a variety of modes of communication.*

2. ~~In the event that a regular meeting of the Delegate Assembly is to be officially postponed for an anticipated 10 months or more, the President shall at once request the Nominations Committee to function temporarily both as a Nominations Committee to nominate a slate to fill vacancies among the officers, governors-at-large, and governors of unorganized states, provinces, or other designated areas, and as an Elections Committee to conduct the elections under such rules and procedures as the Nominations Committee shall reasonably establish in the context of the emergency.~~ *If the vacancy occurs in the position of the Treasurer or Student Member, the Nominations Committee will recommend to the Board of Directors another individual who shall, upon appointment, complete the term of office for which he or she was appointed.*

3. *If a vacancy occurs in the position of the External Member, the Board of Directors will appoint another individual who shall, upon appointment, complete the unexpired term of office.*

Section 5. Powers and Duties. The Board of ~~Governors~~ *Directors* ~~the administrative body of The Council,~~ shall possess the following powers and duties:

a. To establish a principal office and such other offices as are deemed ~~desirable~~ *appropriate*; and to ~~develop implementation plans and procedures for policies legislated by the Delegate Assembly~~ *adopt amendments to the Articles of Incorporation, Constitution and Bylaws, and policies except for those included in the CEC Policy Manual, Section Two, Part 3 Chapter 02, Chapter 04 para.4, Chapter 05 para. 4, Chapter 06 para. 4, Chapter 07 para. 4, Chapter 08, para. 4, and Chapter 09 para. 4.*

b. To adopt an annual program plan and budget that is within the anticipated means of The Council to finance.

c. To adopt and amend the strategic plan for the organization.

d. To develop and adopt The Council's organizing and professional policies and to develop and adopt operational policies and procedures in the legislative domain.

e. To create The Council's awards and honors.

f. To propose policies that affect the rights of units as specified in the CEC Policy Manual, Section Two, Part 3, Chapter 02 and paragraph 4 in Chapters 04-09, for action by the Representative Assembly.

~~e~~g. To establish programs *and services* to meet the divergent needs of the membership and of the different types of Council units.

~~d~~h. To act upon ~~applications from prospective divisions and prospective affiliates~~ *requests for endorsements* and upon proposed Council affiliations, *with other organizations,* and, in cases of affirmative decisions, to fix the terms of ~~mutual assistance~~ *affiliation and endorsement* within the limits of established Council provisions.

~~e~~i. To *act upon applications and to* grant charters to Council units that qualify.

~~f~~j. To determine when it would be in The Council's best interest to withdraw a charter from a unit, or to withdraw Council sponsorship of an affiliate, or to withdraw from an affiliation and to direct that appropriate action be taken. In the particular case of a local chapter, this action shall be taken only upon the recommendation of the appropriate federation; and in the case of a subdivision, this action shall be taken only upon the recommendation of the division and federation (if one exists).

~~g~~k. To establish price formulas for publications and professional development, bonding plans for Council protection, and procedures for auditing The Council's finances.

~~h~~l. To decide on the general types of publications that will be issued and the types of meetings that will be held.

~~i~~m. To remove any member of the ~~Executive Committee~~ *Board of Directors* from office for cause, by two-thirds vote of ~~all its members~~ *the total membership of the Board of Directors*.

~~j. To serve as the Nominations Committee of The Council.~~

n. To hire, evaluate, and terminate The Council's Executive Director who shall serve at the pleasure of the Board of Directors.

o. To report annually to the Representative Assembly and general membership.

~~k~~p. To establish standing committees, *task forces, ad hoc committees, and work groups* not already provided for in the Constitution and Bylaws *required to conduct the business of The Council.*

~~l~~q. To ratify proposed amendments to the Constitution and Bylaws of the Student Council for Exceptional Children.

~~m. To delegate any of its administrative authority to the Executive Committee for such purposes and for such specific periods (in terms of time or the completion of a task) as the Board may see fit.~~

~~n. To establish the standards and regulations governing Council units.~~

~~o~~r. To establish regulations for the Student Council for Exceptional Children including procedures for election and tenure of officers and for all matters pertaining to the operation of SCEC.

~~p~~s. To grant Council members residing in an area outside a state, province, or other designated area the same organizational rights, upon request, as other members possess and to classify each such area as either a "state equivalent" or "province equivalent."

~~q~~t. To establish the rates for membership dues and refunds *and the policies relating to them.*

~~r~~u. To establish the registration fees for annual conventions and other Council meetings, *to approve the policies and procedures related to them, and to approve the dates and sites for the annual convention.*

v. To select the program chair, who is not a member of the Board of Directors, for the annual convention.

w. To approve the local arrangements committee chair for the annual convention.

x. To approve the involvement of CEC in international conferences.

~~s~~y. To receive reports of designated standing committees, *task forces, ad hoc committees, and other work groups.*

z. To select the two members of the Board who will serve on the Nominations Committee.

aa. To attend all meetings of the Representative Assembly and to serve as non-voting members.

bb. To establish and adopt the legally required personnel policies for the employees of The Council.

cc. To nominate and elect directors of any entity for which CEC elects directors, including, but not limited to, the Foundation for Exceptional Children.

dd. To adjudicate disagreements whose resolution is of importance to The Council's welfare or operation.

~~t~~ee. To establish regulations relating to its own membership.

~~u~~ff. To act on such other official recommendations and petitions as may be received and which fall within the purview of the Board, and to assume such other responsibilities as are, or shall be, assigned

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through the Articles of Incorporation and Constitution and Bylaws or legislated ~~by the Delegate Assembly,~~ *policies.*

Section 6. Meetings.

a. Regular Meetings. The Board of ~~Governors~~ *Directors* shall schedule ~~at least one~~ *three* regular meetings *per year. One of the three meetings* will be held at The Council's ~~international~~ *annual* convention. ~~At least one regular meeting shall be held each year except in cases of national emergencies.~~

b. Special Meetings. A special meeting of the Board of ~~Governors~~ *Directors* may be called by the President upon concurrence by a majority of the Board or upon petition signed by a majority of the Board.

c. Quorum. ~~One-third~~ *One-half* of all Board members shall constitute a quorum.

d. Presiding Officer. The President shall serve as ~~its~~ *the* presiding officer *of the Board of Directors*.

e. Voting Regulations.

1. Each ~~governor and officer~~ *member of the Board of Directors* shall possess one vote.
2. No Board member may vote by proxy. ~~except as provided in Section 7 of this Article.~~
3. In the event that less than a quorum is in attendance for any Board meeting, those present may function in an advisory capacity at the pleasure of the President, after which the President may seek Board acceptance of the group's recommendations.
4. In the event there is need to transact Board business for which a meeting is ~~impractical~~ *not feasible*, the President may call for a ~~mail vote~~ *ballot procedure using a variety of communication modes*, the same to be confirmed at the next official Board meeting and incorporated in the minutes.

f. Rules. The Board of ~~Governors~~ *Directors* shall adopt rules of procedure for the conduct of its meetings in addition to Robert's Rules of Order, Newly Revised, latest edition, which shall serve as parliamentary authority.

g. Notification. Each member of the Board of Directors shall receive notification of regular meetings no less than 14 calendar days prior to the meeting date.

Section 7. ~~Alternate Representation. In the event that a governor who represents a unit is unable to attend a given meeting of the Board of Governors, the president of the unit represented by such governor may appoint an alternate governor to attend the meeting with full powers, including the right to vote. The president of the unit shall certify the appointment of the alternate governor by a letter to the President of CEC. The appointment of an alternate governor shall be valid only for the meeting to which he or she was appointed.~~ *Validity of Action . Any action legally exercised by the Board of Directors shall be valid without further approval.*

~~ARTICLE VII — Executive Committee~~

Note: All reference to the Executive Committee is deleted.

ARTICLE ~~V~~ *VI* — ~~Delegate~~ *Representative* Assembly

Section 1. Composition. ~~The Delegate Assembly, the legislative and policy making body of The Council that meets annually during the CEC international convention, shall be open to one or more properly validated delegates from each chapter, branch, federation, or division. One hundred fifty or 10 percent of all validated delegate votes, whichever is higher, shall constitute a quorum.~~ *The Representative Assembly (hereinafter referred to as the AAssembly) is the membership advisory body of The Council. It meets annually during the CEC Convention. The representatives may exchange information and provide feedback on issues through a variety of modes of communication during times other than the meeting time at the annual convention. This allows the Assembly to function as a working advisory body throughout the year. The Assembly shall include two representatives from each federation or branch, division, and the Student CEC. Two-thirds of the total number of eligible representatives shall constitute a quorum.*

Section 2. Membership in the Assembly. The members of the Assembly shall consist of ~~The Council President, and validated delegates~~ *the eligible unit representatives and the Board of Directors.*

Section 3. ~~Units and~~ Individuals Eligible to ~~Cast Assembly Votes.~~ *be Unit Representatives:*

a. ~~A division shall possess one vote for its first 50 members plus one vote for each additional one-half of one percent of The Council's membership or major fraction thereof.~~ *Individuals eligible to be federation or branch, division or Student CEC representatives to the Representative Assembly must be members in good standing of The Council and the unit of representation as described in Article III Membership, Section 3 Rights, at the time of nomination and selection, and remain so throughout the term of representation.*

b. ~~A federation shall possess one vote, and in addition, when its at-large membership exceeds 25, it shall possess one vote for each additional one-tenth of one percent of The Council's membership or major fraction thereof.~~ *Each federation or branch, division, and the Student CEC shall select two eligible members to serve as its representatives to the Representative Assembly.*

c. ~~A branch shall possess one vote for the first 25 members, plus one vote for each additional one-tenth of one percent of The Council's membership or major fraction thereof.~~ *Each eligible unit shall determine the specific qualifications for eligibility to serve as its representatives to the Representative Assembly.*

d. ~~A chapter of 15 to 25 members shall possess one vote. It shall be entitled to one additional vote for each additional one-tenth of one percent of The Council's membership or major fraction thereof.~~ *Each federation or branch, division, and the Student CEC, shall develop a process to select the unit's representatives as part of its Constitution and Bylaws.*

e. ~~The at-large chapter members of unorganized states, provinces, and other designated areas shall possess, as a total group, one vote for the first 25 such members plus one vote for each additional one-tenth of one percent of The Council's membership or major fraction thereof.~~ *Each unit representative will possess one vote in the Assembly.*

f. The President *and the President Elect* shall *each* possess one vote.

g. No other member of the Board of Directors will be entitled to vote.

Section 4. Representation by Alternates.

a. Meeting.

1. In the event that a representative to the Assembly is unable to attend a given meeting of the body, the President of the unit lacking representation may appoint an alternate representative to attend the meeting with full powers, including the right to vote.

2. The President of the unit shall certify the appointment of the alternate by a letter to the President of CEC.

3. The appointment of an alternate representative shall be valid only for the meeting to which he or she was appointed.

b. Remainder of Term. Where a vacancy occurs during the two-year term, the eligible unit may select an eligible member to fill the remainder of the current term of representation.

Section 5. Term of Representation and Succession.

a. Each representative to the Assembly shall serve a two-year term and may be selected for an additional consecutive two-year term. A third consecutive term in the same position is not permitted.

b. A person who has served two consecutive terms will become eligible for another term following a two-year break in service. In matters of individual succession, serving as an alternate representative to the Assembly will not be counted.

c. The term of service of any representative shall expire at the end of the period for which he or she was selected.

d. The terms shall be staggered on a fixed cycle basis according to a schedule established by the Board of Directors so that, as nearly as possible, one-half of the representatives are selected each year.

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e. A member of the Representative Assembly who is elected or appointed to the Board of Directors shall be eligible to accept the position, effective upon the termination (either by expiration or resignation) of his or her present term of representation.

f. A person selected as a representative of a federation which then reorganizes as a branch prior to the expiration of his or her term, shall become the representative of the newly formed branch and shall complete, as such, the term for which he or she was selected.

~~Section 4~~ *Section 6.* ~~Previous Membership As a Determining Factor.~~ Newly Formed Units Representation.

~~a. The number of votes to which any eligible unit is entitled at a given Assembly shall be based on the membership on file in the principal office for that unit as of the close of the immediate past fiscal year.~~

~~b.~~ Any eligible unit that organized after the opening of The Council's fiscal year, but prior to the ~~Delegate~~ *Representative* Assembly meeting of that fiscal year, shall be entitled to ~~one vote in said Assembly.~~ *have two unit members serve as its representatives at that year's meeting of the Representative Assembly. One of these representatives shall be selected for a one-year term.*

Section ~~6~~ *7.* Powers and Duties. The ~~Delegate~~ *Representative* Assembly~~, The Council's general legislative and policy-making body,~~ shall possess the following powers and duties:

a. ~~To adopt a constitution and bylaws and to make amendments thereto.~~ *To identify, discuss, and advise the Board of Directors on positions The Council should take on issues related to the field of special education and related services and to special education as a profession, and to examine the impact these issues have on children and youth with exceptional needs and those who serve them.*

b. ~~To develop and adopt The Council's organizing and professional policies; to adopt operational policies and procedures that fall in the legislative domain; and to create awards and honors, provided that a two-thirds vote by the delegates present and voting shall be required for adoption by any ballot taken less than 18 hours subsequent to the Assembly's first official reading and consideration.~~ *To examine key public policy issues and initiatives and to advise CEC and the Board of Directors in developing policy, direction setting, and decision making.*

c. ~~To elect, by majority vote, the international officers, the governors-at-large and the governors from eligible unorganized states, provinces, and other designated areas. The Canadian Council for Exceptional Children shall nominate and elect the governor-at-large for Canada.~~ *To inform the Board of Directors, CEC units, and all CEC committees regarding membership issues, concerns, needs, and perspectives on initiatives and activities.*

d. ~~To establish policies relating to rates for membership dues and refunds.~~ *To act as the forum to critically examine prospective ideas, strategic directions, activities, policy initiatives, and other issues for CEC.*

e. ~~To establish policies relating to registration fees for international conventions and other Council meetings.~~ *To approve amendments to the Articles of Incorporation, the Constitution and Bylaws, and the CEC policies that affect the privileges of any CEC unit as described in the CEC Policy Manual, Section Two, Part 3, Chapter 02; Chapter 04, para. 4; Chapter 06, para. 4; Chapter 07, para. 4; Chapter 08, para. 4; and Chapter 09, para. 4.*

f. To elect, by majority vote through the use of secret ballot, all members of the Nominations Committee with the exception of the Immediate Past President and the other two members of the Board of Directors.

~~f~~*g*. To establish ~~policies~~ *procedures* relating to its own membership.

~~g. To establish policies relating to the Student Council for Exceptional Children.~~

h. To conduct awards and recognition activities.

~~h. To receive reports of designated standing committees.~~

i. To remove any member of the Board of Directors for cause by a 2/3 vote of the total membership of the Assembly.

~~i~~*j*. To act on such other official recommendations ~~and petitions~~ *from the Board of Directors* as may be received and which fall within the purview of the ~~Delegate~~ *Representative* Assembly. ~~and to exercise all residual powers of legislation not specifically delegated elsewhere.~~

Section ~~6~~ *8*. Assembly Meetings.

a. The Council President shall serve as ~~its~~ *the* presiding officer *of the Representative Assembly.*

b. Only ~~officially validated delegates~~ *the eligible unit representatives* may participate in making or supporting motions~~, resolutions, and platforms~~ or in voting.

c. The Assembly shall adopt rules of procedure for the conduct of its meetings.

d. A special meeting of the Assembly may be authorized by the Board of ~~Governors~~ *Directors*, either upon recommendation of the President or upon petition signed by a majority of presidents of the federations~~, and~~ *or* branches*, divisions, and Student CEC*.

ARTICLE ~~VIII~~ *VII* — Officers

There shall be four officers of CEC: the President, the President Elect, ~~the First Vice President, and~~ the Immediate Past President*, and the Treasurer*.

Section 1. Terms of Office.

a. The term of office for President, President Elect, and Immediate Past President is one year. The President automatically succeeds to the office of Immediate Past President and the President Elect automatically succeeds to the office of President upon expiration of their respective terms of office. Thus, a person elected to the position of President Elect serves a total of three successive years on the Board of Directors.

b. The Treasurer serves a three-year term of office. The Treasurer is not in the line of succession for the Presidency of The Council.

Section 2. Succession of Officers

a. The President Elect shall succeed to the office of President as soon as a vacancy occurs. If such a vacancy occurs prior to the term for which he or she was elected, the President Elect shall fill both the unexpired term to which he or she succeeded and the term for which he or she was elected.

b. If the position of President Elect becomes vacant before the term of office is completed, the duties of the President Elect will be assigned to the Immediate Past President and other members of the Board of Directors as determined by the President upon consultation with the members of the Board of Directors and the Executive Director.

Section ~~4~~ *3*. Powers and Duties of the President. The powers and duties of the President, as the chief elected official of The Council, shall be:

a. To serve as a *voting* member and presiding officer of the ~~Executive Committee~~, the Board of ~~Governors~~ *Directors* and the ~~Delegate~~ *Representative* Assembly.

b. To give professional leadership to The Council's planning and programs.

c. To require the Executive Director to operate within the budget of The Council as approved by the Board of ~~Governors~~ *Directors*.

d. To arrange through the office of the Executive Director meetings of the ~~Executive Committee, Resolutions Committee,~~ Board of ~~Governors~~ *Directors* and ~~Delegate~~ *Representative* Assembly.

e. To approve~~, modify, or reject~~ all requests for scheduling and/or subsidizing official committee, ~~subcommittee~~ *ad hoc committee*, ~~and~~ task force*, and other work group* meetings *and activities after consultation with the President Elect.*

f. To nominate to the ~~Executive Committee~~ *Board of Directors*, chairs for all vacancies on standing and ad hoc committees *with the exception of the Finance Committee and the Nominations Committee.*

g. To appoint chairs ~~and members of subcommittees~~ *of all ad hoc committees, task forces and other work groups* of the ~~Executive Committee,~~ Board of ~~Governors~~ *Directors*, and ~~Delegate~~ *Representative* Assembly.

h. ~~To request reports from officers, committee chairs, the Executive Director, and others, in addition to those routinely required.~~ *To provide mentorship to the President Elect and other members of the Board of Directors.*

i. To serve as an ex-officio nonvoting member of all appointive bodies, except those making nominations or conducting elections, *and/or to*

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designate ~~an Executive Committee~~ a member *of the Board of Directors* to provide liaison with any appointive body.

~~j. To recommend to the Executive Committee ad hoc committees and subcommittees needed and to the Board of Governors other appointive bodies needed.~~

~~k. To recommend to the Board of Governors persons to fill midterm vacancies among officers, governors-at-large, and governors of unorganized states, provinces, or other designated areas.~~

~~l. To ensure that the Nominations Committee functions as an elections committee in case a major emergency prevents a regular meeting of the Delegate Assembly.~~

~~m~~*j*. To serve as the official elected representative of CEC or designate an alternate.

k. To develop the agendas for the meetings of the Board of Directors and the Representative Assembly.

l. To oversee the evaluation of the Executive Director by the CEC officers with input from other members of the Board of Directors.

~~n~~*m*. To ~~provide for the~~ *ensure an* orderly transition of ~~the presidency through the involvement of the President Elect and the First Vice President~~ *duties to the President Elect at the end of the President's term of office.*

Section ~~3~~ *4*. Powers and Duties of the President Elect. The powers and duties of the President Elect shall be:

a. To serve as a *voting* member of the Board of ~~Governors~~ *Directors* and the ~~Executive Committee~~ *Representative Assembly*.

b. To serve in the President's place and with the President's authority in the case of that officer's absence, or inability, ~~or~~ unwillingness to serve.

c. To succeed to the office of President ~~and to fill the unexpired term of the President~~ should such a vacancy occur.

~~d. To serve as program chair for the international convention that occurs during his or her term of office.~~

d. To oversee the work of and to ensure the submission of reports from the chairs of the standing committees, ad hoc committees, task forces, and other work groups.

e. To serve as a voting member of the Finance Committee.

~~Section 3. Duties of the First Vice President. The duties of the First Vice President shall be:~~

~~a. To serve as a member of the Board of Governors and the Executive Committee.~~

~~b. To serve in the President Elect's place and with the President Elect's authority in the case of the President Elect's absence or inability or unwillingness to serve.~~

~~c. To serve in the President's place and with the President's authority in the case of the absence or inability of both the President and President Elect.~~

~~d. To succeed to the office of President Elect as soon as such vacancy occurs.~~

~~e. To serve as a member of the Program Advisory Committee for the international convention.~~

Section ~~4~~ *5*. Duties of the Immediate Past President. The duties of the Immediate Past President shall be:

a. To serve as a *voting* member of the ~~Board of Governors and as a member of the Executive Committee~~ *Directors and as a non-voting member of the Representative Assembly*.

b. To serve as Chair of the Nominations Committee ~~and to announce the nominees to the Delegate Assembly~~.

c. To serve in an advisory or consultative role as designated by the President.

d. To serve as a mentor for prospective Council leaders.

e. To assume other responsibilities as may be assigned by the President.

Section 6. Treasurer.

The duties of the Treasurer shall be:

a. To serve as a member of the Board of Directors and as a non-voting member of the Representative Assembly.

b. To serve as chair and member of the Finance Committee.

c. To lead The Council in its financial planning activities.

d. To report regularly to the Board of Directors on financial matters.

e. To report annually to the Representative Assembly on the financial status of the organization.

f. To oversee CEC's overall financial accountability on behalf of the general membership.

g. To lead the Board of Directors in meeting its financial responsibility.

ARTICLE ~~IX~~ *VIII* — Executive Director

Section 1. Nature of the Position. The Executive Director shall be the chief executive officer of The Council, responsible to the ~~Executive Committee~~ *Board of Directors*.

Section 2. Powers and Duties. The powers and duties of the Executive Director shall be:

a. To administer The Council's program; direct the operation of its principal office, maintain liaison with the Canadian office, and such other offices as are deemed ~~desirable~~ *appropriate*; and coordinate all principal office activities to ensure effective operation.

b. To maintain expenditures for each Council activity within the official budgetary designations thereof.

c. To employ and maintain a Headquarters office staff to assist in the administration of The Council's program and ensure its effective operation.

d. To recommend personnel policies as are deemed necessary or may be required by law for the maintenance of an effective Headquarters office staff and be responsible for the effective implementation of those policies.

e. To study the needs of The Council and the profession, to coordinate the development of The Council's strategic plan, and to make recommendations for Council action.

f. To serve as an ex-officio non-voting member of all appointive bodies, except those making nominations or conducting elections.

~~g. To ensure maintenance of a professional majority of members among all membership units of The Council.~~

~~h~~*g*. To supervise the coordination of unit activities with The Council's overall program.

~~i~~*h*. To collect, compile, and maintain all Council records. ~~and to report significant Council activities to the membership on a regular basis.~~

~~j~~*i*. To ~~prepare an annual report for dissemination to the membership.~~ *report annually to the Representative Assembly.*

~~k~~*j*. To prepare and submit a tentative Council budget to the appropriate review bodies by January 15 of each year.

~~l~~*k*. To serve as the official staff representative of CEC or to designate an alternate.

l. To serve as a non-voting member of the Board of Directors.

m. To perform such functions as may be permanently established for, or from time to time assigned to, this position.

Section 3. Statutory duties of Secretary ~~and Treasurer~~. For so long as the laws of the jurisdiction in which The Council is organized require The Council to have an officer holding the positions of Secretary ~~and/or Treasurer~~, the Executive Director shall hold the offices of Secretary ~~and/or Treasurer~~ of The Council.

ARTICLE ~~X~~ *IX* — Committees

Section 1. The Board of ~~Governors~~ *Directors* establishes standing committees not already provided for in the Constitution and Bylaws. Standing committees shall function under the general supervision of the President *Elect*. Ad hoc committees*, task forces, and other work groups* may be established, including appointments of members and chairs, by the President with the approval of the ~~Executive Committee~~ *Board of Directors*.

Section 2. Nominations Committee.

a. The ~~Board of Governors shall serve as the~~ Nominations Committee of The Council~~, and the Immediate Past President shall serve as the~~

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~~chair~~ *is responsible to ensure that all CEC constituent groups and membership segments have opportunities to participate in leadership development activities; be involved in mentoring opportunities; and become candidates for CEC elected/appointed leadership positions.*

b. The Nominations Committee will consist of nine members: The Immediate Past President, two other members from the Board of Directors, two members-at-large, one member from a diverse ethnic and multicultural group, one international member, one member representing divisions, and one member representing the classroom ranks.

c. With the exception of the two members of the Board of Directors and the Immediate Past President, all members of the Nominations Committee shall be elected by the Representative Assembly.

~~b~~*d. The Immediate Past President will serve as Chair of the Nominations Committee.* In the event the Immediate Past President cannot serve, the President shall appoint the next most recent Past President whose services are available.

~~c. The chair shall possess one vote.~~

e. The chair of the Nominations Committee shall possess one vote.

f. All members of the Nominations Committee serve a two-year term with the exception of the Immediate Past President who serves a one-year term. The two-year terms will be staggered, with one-half of the members rotating off the Committee each year.

g. A member of the Nominations Committee can serve only one elected term and may not be re-elected at any time.

h. If a member of the Nominations Committee becomes a nominee for consideration by the Nominations Committee as a candidate for any elected or appointed position, he or she must resign the position as member of the Committee.

i. If a member of the Nominations Committee resigns for any reason, the candidate for that position in the previous election who received the next highest number of votes will complete the unexpired term. The person appointed may be elected for one complete term as a newly elected member.

~~d~~*j*. The Nominations Committee reports to the ~~Delegate Assembly~~ *Board of Directors*.

Section 3. ~~Credentials and~~ Elections Committee.

a. ~~A Credentials and~~ *An* Elections Committee shall be established as a standing committee and shall consist of five members.

b. The President shall appoint a chair subject to confirmation by the ~~Executive Committee~~ *Board of Directors*.

c. The duties of the Committee shall be twofold: ~~namely,~~ to ~~validate credentials and~~ *prepare one ballot representing a slate of candidates as selected by the Nominations Committee and through the petition process and* to conduct ~~such secret ballot~~ elections ~~as may be ordered—all in the manner legislated by the Delegate Assembly~~.

d. The ~~Credentials and~~ Elections Committee reports to the ~~Delegate Assembly~~ *Board of Directors*.

Section 4. Finance Committee.

a. The Finance Committee is comprised of seven members: the President Elect, the Treasurer, and five other members.

b. The Finance Committee will be chaired by the Treasurer.

c. The Finance Committee members are appointed by the Treasurer with approval by the President and serve a three-year term.

d. The responsibilities of the Finance Committee:

(1) To address the financial stability of The Council and the financial implications of services to members.

(2) To recommend to the Board of Directors the action to be taken on the annual program plan and budget for The Council.

(3) To consider price formulas for The Council's saleable items.

(4) To review financial policies on investments, bonding, and audits.

(5) To consider the use of restricted funds.

(6) To review on an on-going basis, the need for revision of, and additions to, the CEC financial policies.

(7) To follow The Council's Business Plan.

~~Section 4. Other Standing Committees.~~

~~a. The other standing committees are: Advocacy and Governmental Relations (AGRC), Ethnic and Multicultural Concerns (EMCC), Finance and Operations (FOC), Governance (GC), Membership and Unit Development (MUDC), Professional Development (PDC), and Professional Standards (PSC).~~

~~b. Other standing committees of CEC shall report to the body responsible for their area of activity.~~

~~Report to the Board of Governors~~

~~Advocacy and Governmental Relations Committee~~

~~Finance and Operations Committee~~

~~Governance Committee~~

~~Membership and Unit Development Committee~~

~~Professional Development Committee~~

~~Professional Standards Committee~~

~~Report to the Executive Committee~~

~~Ethnic and Multicultural Concerns Committee~~

ARTICLE ~~XI~~ *X* — Meetings

Section 1. Professional Meetings.

a. The Council shall meet in annual conventions at regular periods except when prevented by an emergency.

b. The Council may conduct special or regular conventions, conferences, workshops, or other meetings in addition to, or alternately with, annual conventions either independently or in cooperation with other organizations and/or agencies.

Section 2. Meetings of Elective Bodies. Each elective body shall schedule at least one of its regular meetings at The Council's annual convention.

ARTICLE ~~XII~~ *XI* — Elections *and Appointments*

Section 1. Election ~~of Officers and Governors-at-Large~~ *by the Eligible Voting Membership*. The ~~Delegate Assembly~~ *eligible voting membership of CEC as defined in Article III*, elects by majority vote and on a fixed cycle basis, ~~the international officers, the governors-at-large, and the governors from eligible unorganized states, provinces, or other designated areas. The Canadian CEC nominates and elects the governor-at-large for Canada~~ *President Elect and the Members-at-Large of the Board of Directors*.

Section 2. ~~Earliest~~ Balloting ~~Permissible~~. ~~An election may be held by the Delegate Assembly any time subsequent to 18 hours after it closes nominations.~~

a. The eligible voting membership shall vote by secret ballot.

(1) A ballot for the President Elect and designated Members-at-Large positions will be prepared and will have at least two names for each position. The individual receiving the highest number of votes in each position shall be declared the winner.

(2) A ballot for Members-at-Large, non-designated, will be prepared and will include at least twice as many candidates as there are positions to be filled (i.e., if there are three non-designated positions to be filled, the slate will include a minimum of six candidates). The candidates receiving the highest number of votes shall fill the positions

b. Balloting for each position may be by electronic means (e.g., fax, computer), non-electronic means (e.g., mail), or other appropriate means.

c. The balloting shall be conducted by the Elections Committee at such time and in such manner as to allow completion of the election process and counting of the ballots prior to the next regular meeting of the Board of Directors.

d. The nominee for each position receiving the highest number of votes shall be elected.

e. In each case where a nominee withdraws from the election after ballots have been distributed to the membership, the nominee(s) remaining will constitute the slate and the person(s) with the highest number of votes shall be declared the winner(s).

f. In the event of a tie, the Representative Assembly will make the selection by secret ballot, using either electronic, non-electronic, or

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other means. The nominee receiving the highest number of votes from the members of the Representative Assembly in this election shall be declared the winner.

~~**Section 3. Methods of Balloting.**~~

~~**a. The Assembly shall vote by secret ballot for each post for which there is more than one nominee.**~~

~~**b. The Assembly shall vote by acclamation to fill any post for which there is only one nominee, unless at the time nominations are presented it officially votes to elect by secret ballot for the purpose of permitting write-ins.**~~

Section 3. Appointments to the Board of Directors.

a. The Board of Directors shall make the following appointments:

(1) One Student Member for a one-year term The Student Member is not eligible for reappointment.

(2) One External Member for a two-year term. The External Member is not eligible for reappointment.

(3) One Treasurer for a three-year term. The Treasurer is eligible for reappointment for one additional term.

b. With the exception of the External Member, these appointments are made from a slate of candidates developed by the Nominations Committee.

ARTICLE ~~XIII~~ *XII* — Amendments

Section 1. Technical, Nonsubstantive, and Conforming Amendments.

a. The ~~Executive Committee~~ *Board of Directors* shall have the authority to enact or adopt any amendment to the Articles of Incorporation or the Constitution and Bylaws relating to (~~a~~ *1*) change of registered agent and (~~b~~ *2*) change of principal office.

b. The ~~Executive Committee~~ *Board of Directors* shall have the authority to enact and adopt any amendment to the Constitution and Bylaws that may be necessary to conform the Constitution and Bylaws to any amendment of the Articles of Incorporation that has been adopted. ~~as hereinafter provided.~~

Section 2. ~~Petition for an Amendment.~~ *Procedure to Amend. The Articles of Incorporation and the Constitution and Bylaws can be amended using the following procedure:*

a. Any member or unit of CEC can propose an amendment to the Articles of Incorporation or Constitution and Bylaws. The proposed amendment shall be submitted to the President

b. The President shall ensure that notice of any proposed amendment to the Articles of Incorporation or Constitution and Bylaws is provided to the CEC membership at least sixty days prior to the consideration of action on the proposed amendment by either the Board of Directors or the Representative Assembly. At the President's discretion, the notice may include the complete text of the proposed amendment, but must include a summary of the intent of the proposed amendment with administrative and financial implications.

c. Any proposed amendment, ~~either~~ to the Articles of Incorporation ~~or to the Constitution and Bylaws,~~ *not related to the privileges of units as described in the CEC Policy Manual, Section Two, Part 3, Chapters 02, 04-09 para. 4,* shall be ~~initiated by petition to the President, signed by at least one-tenth of one percent of the total CEC membership (as of the end of the preceding fiscal year) or~~ approved by a two-thirds majority vote of the Board of ~~Governors~~ *Directors*. ~~The President shall publish notice of the proposed amendment in one of The Council's official publications at least 6 months prior to the meeting of the Delegate Assembly at which the amendment is to be considered. At the President's discretion, the published "notice" may include the complete text of the proposed amendment but must include a summary of the intent of the proposed amendment. The President will also place the proposed amendment on the earliest possible agenda of the Board of Governors, with a request for that body's recommendation, unless that body has previously acted on it.~~

d. Any proposed amendment to the Articles of Incorporation that relate specifically to the privileges of units shall be approved by a two-thirds vote of the members of the Representative Assembly. If this amendment involves financial or legal implications to The Council, the amendment must be ratified by a two-thirds vote of the Board of Directors.

e. Any proposed amendment to the Constitution and Bylaws not related to the privileges of units as described in the CEC Policy Manual, Section Two, Part 3, Chapters 02, 04-09 para. 4, shall be approved by a two-thirds vote by the Board of Directors present and voting.

f. Any proposed amendment to the Constitution and Bylaws that relate specifically to the privileges of units as described in the CEC Policy Manual, Section Two, Part 3, Chapters 02, 04-09 para. 4, shall be approved by a two-thirds vote by the Representatives present and voting. If the amendment involves financial or legal implications to The Council, the amendment must be ratified by a two-thirds vote of the Board of Directors present and voting.

g. Action taken on any amendment to the Articles of Incorporation or to the Constitution and Bylaws by the Board of Directors or the Representative Assembly can be conducted by electronic, non-electronic, or other means.

~~**Section 3. Adoption of an Amendment to the Articles of Incorporation. The Articles of Incorporation may be amended at any legally constituted meeting of the Delegate Assembly by a two-thirds majority of the votes cast by the delegates present and voting provided:**~~

~~**a. That notice of the proposed amendment shall have been published in one of The Council's official journals at least 6 months in advance of said assembly.**~~

~~**b. That said proposal, if by membership petition, shall have been distributed in typed or printed form to the Board of Governors in official session with a request for that body's recommendation and, if that body desires to consider it, it shall be given a first reading in detail by that body a minimum of 18 hours before it formulates its recommendations.**~~

~~**c. That, whether or not the Board gave consideration to the proposal, both the said proposal and the Board's recommendations, if any, shall have been distributed in typed or printed form to the Delegate Assembly in official session and given first readings by that body a minimum of 18 hours before its vote taking.**~~

Section 3. Filing of the Amendment to the Articles of Incorporation. After an amendment to the Articles of Incorporation has been adopted, such amendment shall be filed with the government of the District of Columbia in the manner prescribed by law.

~~**Section 4. Adoption of a Constitution and Bylaw Amendment. The Constitution and Bylaws may be amended in the same manner and under the same provisions and regulations governing the adoption of an Articles of Incorporation amendment, except that the voting requirements shall be limited to a simple majority of the votes cast by the delegates present and voting.**~~

Section ~~5~~ *4*. Effective Date of an Amendment.

a. ~~Amendment to Articles of Incorporation.~~ An amendment to the Articles of Incorporation shall be effective upon the issuance of the certificate of amendment by the District of Columbia.

b. ~~Amendment to Constitution and Bylaws.~~ An amendment to the Constitution and Bylaws shall be effective upon adoption *by the Board of Directors or Representative Assembly or by ratification of the action of the Representative Assembly by the Board of Directors* unless the *Board of Directors or* ~~Delegate~~ *Representative Assembly* specifies otherwise.

ARTICLE ~~XIV~~ *XIII* — Parliamentary Rules

Robert's Rules of Order, Newly Revised (latest edition) shall govern all official proceedings of The Council, subject to such special rules as The Council may adopt. ■

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April 2000 Diversity Symposium should contact Emily Stewart at 410/638-4224 or mail: 19 North Main St., Bel Air, Md. 21014.

Greater Voice, *from page 1*

governance structure gives members more opportunity to be involved and bring issues that affect members in the real world to the organization."

As a result of task force work and resolutions passed by the CEC Delegate Assembly, the CEC Board of Governors determined that changing CEC's governance structure was imperative if CEC is to retain its leadership position in the future, which calls for associations to be proactive, responsive, and flexible.

Unfortunately, CEC's current governance process limits the association's ability to react to policy or market changes in a timely manner. CEC's current policy making body, the Delegate Assembly, meets only once a year, and the 87-member Board of Governors meets only twice a year. Furthermore, a 1-year or more process is often required to address key issues, a cumbersome governance process that results in slow responses to internal/external pressures and missed opportunities for the organization. In addition, CEC's current structure prevents the timely release of information to members and inhibits their input on key issues.

To redress this situation, the CEC Board of Governors voted at the 1998 Annual Convention to establish a task force to propose a new structure for the organization. In April, the Board asked the Governance Standing Committee to take the recommendations of the Task Force as well as the directives of the two resolutions adopted by the Delegate Assembly and propose changes in the CEC Constitution and Bylaws to implement the recommendations. These proposed changes are included in the insert in this issue and will be voted on by the Delegate Assembly in Vancouver, B.C.

Opportunities for Member Involvement

Direct Election of Officers and Board

One major change that would occur with the restructuring is that members would have a direct voice in selecting CEC's leadership. Currently, the officers and members of CEC's Executive Committee are voted into office by CEC unit representatives, the members of the Delegate Assembly.

Under the new structure, CEC would be governed by a 21-member Board of Directors. CEC members can get to know and vote directly for the members of the Board of Directors through the mail and, eventually, electronically. To help members learn about the nominees, CEC would publish their views, plans, and biographies electronically and in *CEC Today* and hold interactive forums with the nominees on the Web. The nominees also would continue to make presentations at the annual convention. The actual voting would occur in late spring after everyone has had the opportunity to make an informed decision about the candidates.

Board of Directors

The Board of Directors would be CEC's primary governing body. It would be responsible for making internal and external policy except for policies affecting the rights and privileges of units; overseeing all committees, task forces, and ad hoc groups; ensuring that the perspectives of all groups of members are considered in decision-making; fulfilling its corporate roles; and other duties. With its smaller size and more scheduled meetings (three times a year as well as electronic meetings), the Board of Directors would be able to respond quickly to issues affecting the field and/or the organization.

Representative Assembly

Though the Board of Directors would make the majority of CEC policy, it would benefit from a variety of sources that involve member input. One significant source would be the Representative Assembly, which would replace the Delegate Assembly. The Representative Assembly would be composed of two representatives from each federation, branch, and division and Student CEC. It would identify, discuss, and recommend positions on issues related to special education — including those impacting educators as they deliver services — to the Board of Directors, according to Gillet. Through its annual and electronic meetings, the Representative Assembly would hear from a diverse and knowledgeable constituency about matters of importance to members and the field.

"We need to have robust conversation around issues," said William Bogdan, CEC president. "The Representative Assembly would do that."

The Representative Assembly provides another avenue for individual members to have a real voice in CEC policies, positions, and initiatives. The members of the Representative Assembly, who would be selected by their units, would communicate not only with the Board of Directors but also CEC members locally. These representatives would keep their members informed of issues the Representative Assembly is addressing and solicit their ideas and suggestions on these issues, as well as bring issues that unit members raise for consideration before the Board.

"Through the Representative Assembly, CEC would link to individual members and understand what their wants and needs are," said Bogdan.

Task Forces/Project Teams/Work Groups

Another new, exciting way in which members can have a larger voice in CEC's leadership is through project teams, task forces, and work groups. As particular issues arise, the CEC Board of Directors, staff, and Representative Assembly would appoint project teams, task forces, or work groups to study them and report back recommendations. These teams provide an important and flexible way for members to make a difference on matters of importance to them, according to Bogdan. Through such project teams and task forces, members can become involved with a topic, but their commitment of time and energy would be limited, for the team or task force would exist only as long as it is needed to complete the work.

Nomination Committee

The newly reconfigured Nomination Committee provides an essential link be-

Continues on page 15

Videoconference — Breaking the Cycle of Violence

CEC and two of its divisions, the Council of Administrators of Special Education and the Council for Children with Behavioral Disorders, as well as 20 other national organizations are co-sponsoring a videoconference series titled, "Lessons Learned: Breaking the Cycle of Violence II." The broadcasts will provide practical, nuts-and-bolts information on positive steps schools and communities can take to increase safety. They are

"Comprehensive Prevention Planning" (Oct. 19, 1999*)

Will present tested strategies that reduce the likelihood of aggression, bullying, alienation, and suicide among children and youth.

"Containing Crisis: Managing School and Community Emergencies" (Nov. 30, 1999*)

Will focus on best practices in crisis management and how to incorporate them into safety planning.

**Each broadcast airs from 4:00-5:30 p.m. Eastern time.*

Register Today!

To register for a downlink, purchase video copies, or for more information, contact:

The HOPE Foundation
1252 Loesch Road
P.O. Box 906
Bloomington, IN 47402-0906

Tel: 800/698-8025 or 812/337-7703
Fax: 812/323-8140
Web: www.communitiesofhope.org

The cost to downlink each program or purchase a single video copy is $145.

Save $40 by purchasing all three videos, including the September broadcast, "Acting on Early Warning Signs," which addresses how to quickly and accurately identify young people at the greatest risk of harming themselves and others and then respond to those signs without "scapegoating" particular categories of students.

Special Education World Congress to Bridge the Globe

Gain knowledge, skills, and experience from the world at the Special Education World Congress (SEWC), April 4-5, 2000, at the Hyatt Regency Vancouver in British Columbia.

Through facilitated discussions and networking opportunities, SEWC 2000 attendees will share problems and solutions and learn about challenges educators world-wide face in delivering service to students with disabilities.

Co-hosted by CEC and its Division of International Special Education Services, SEWC 2000 will open on Tuesday, April 4, followed by a full day of activities on Wednesday, April 5. The program will contain a wide range of informative sessions covering professional issues in the areas of policy, research, and practice.

In addition, SEWC sessions and activities will permeate the program of the CEC Annual Convention & Expo from April 5-8, 2000. And, SEWC attendees will have access to the most up-to-date resources and materials at the extensive CEC convention exhibition.

Register Now and Save!

Pre-register by March 1, 2000, for reduced rates. The cost to attend both the World Congress and the following CEC Annual Convention & Expo is $258 (SEWC only, $109; SEWC plus a 1-day convention pass, $218). Call CEC, 888/232-7733 (toll-free) or 703/264-9446 (TTY), for more information or to register. And see the CEC Web site, www.cec.sped.org (via the 2000 convention link) for the latest updates. □

All Star Line Up Slated for Canadians—and Others—at the CEC Annual Convention & Expo

Canadians gear up for convention 2000.

Canadian special educators — and all other special educators for that matter — won't want to miss the outstanding sessions at the 2000 CEC Annual Convention & Expo in Vancouver, B.C., April 5-8. Just a few of these exciting sessions presented by Canadian educators include

- **A Portrait of School Bullying** — Examines different facets of bullying including the victim/bully in the context of the anger-retaliation cycle. Prevention and intervention strategies will be highlighted.
- **Laughing Our Way through Raising/Teaching Kids: Fostering Positive Parent-Teacher Relationships** — Using humor and storytelling, demonstrates new ways educators can build positive relationshps with students and families. Covers key elements such as understanding contexts, realistic expectations of caregivers and educators, and dealing with real issues, not surface tensions.
- **Guiding At-Risk Girls Beyond 2000** — Shows how to help pre-teen girls cope with the pressures they will face in middle and high school.
- **Toward a Comprehensive Assessment of Gifted Learners: Honoring Diversity** — Identifies three approaches to assessment that address individual differences among gifted learners. Also, participants will learn to understand gifted children's perceptions of their abilities, acceptance by others, and motivation to learn.
- **SEALS — Strategies for Enhancing Aboriginal Learning and Success** — Part of a strand on teaching Native students, gives examples of best practices for schools and the teaching of Native students as well as identifies the skills and qualities of teachers the Native population values. □

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Focus on Disability — Asperger's Syndrome

BY SHEILA WAGNER

Across the table, 17-year-old "Sean" easily answered questions during the diagnostic evaluation that would ultimately identify him as a student with Asperger's syndrome (AS). He readily shared information about his dislikes and likes, including his intense interest in computers. He defined certain emotions, and he provided a solid insight into his way of thinking.

However, when discussing "friends," Sean became uneasy and his answers became much more guarded. He said he had many friends, then admitted that, no, he had no friends.

Prior to testing, his teachers and parents reported that Sean walks through the crowded high school hallways with his eyes on the floor, never interacting with anyone. In fact, he has never experienced friendships with anyone his age, they said.

During the test, Sean clearly identified what a friend is and what friends do together, but he did not know how to get a friend — it wasn't something he pursued any longer. When asked why, this generally happy teenager began to cry and said "it is too hard."

The Typical AS Profile

As a sub-category of *pervasive developmental disorder*, the AS profile is different in many ways from classic autism, although the same categories are affected — communication, socialization, and behaviors/activities of interest.

Individuals with AS are frequently quite verbal (and sometimes hyperverbal), often developing along typical patterns. But, they struggle with pragmatic language in everyday environments and are confused about appropriateness of conversational topic, voice tone, (often using monotone), rhythm, rate, and inflection. Many directly gear conversations to their own intense interests. They frequently display hypersensitivity to noises or sometimes smells, which may impair social performance in day-to-day functioning as they seek to avoid sensory characteristics not evident to others.

Cognitive abilities, which fall in the average to above-average range, enable them to absorb and relate great quantities of information — some are called "little professors." However, their impairment in nonverbal social/communication domains often do not allow them to recognize when, or understand why, others become tired of their preferred subject matter.

While some may be in gifted classes, students with AS often demonstrate a wide range of cognitive skills and struggle with subjects that call for inferential reasoning, abstract concepts, problem-solving and extensive calculation or social judgement. Fine motor problems lead to poor penmanship and low writing motivation. Gross motor clumsiness can lead to poor skills in competitive sports and physical activities.

Peers often view students with AS as socially vulnerable and easy targets for teasing and bullying, setting the stage for low school motivation, depression, and frequent absences.

Missing the Diagnosis

AS has only been recognized in the United States since 1994. Many individuals who fall within this category have been diagnosed with schizophrenia and learning disabilities as well as bi-polar, receptive language, oppositional-defiant, and emotional disorders.

Students with AS are often found in classrooms for students with behavioral disorders, exposed daily to students with inappropriate social behaviors. Medical and education professionals often do not recognize students with AS and may believe they are "just bad kids."

How to Help Students with AS

- **Obtain In-Depth Training** — Learn the vast differences among the AS elementary, middle school, and high school profiles.
- **Understand How Social Impairments Impact Learning and Peer Relationships** — Some students with AS require weekly sessions with a trained staff member who can help them "solve the puzzles" that they encounter in everyday activities and alleviate depression caused by self-perception of social failure.

Ongoing social skills instruction is crucial to helping the student form friendships with peers. Initially, these relationships may have to be orchestrated by teachers and sympathetic peers, in the hopes that the student with AS can become more socially proficient.

Common interests among peers — computers, space, dinosaurs, trains, insects, fantasy figures, and chess — can be used to start a group under a teacher's or assistant's guidance.

- **Recognize Students' Strengths** — Many students with AS will go on to college, and some can be wonderful contributors to society. But, without tapping their strengths and offering support, students with AS can drop out of school (even out of middle school), refusing to come back because the academic and social demands are too high.
- **Implement Creative Programming** — Through the Individual Education Plan, teachers can develop class schedules that will prove motivating and challenging to the student and address all of his or her needs.
- **Intervene Early** — Finding Sean in kindergarten would have provided many years to help him learn the needed skills for adulthood and friendships. There are many "Seans" in our schools.

For More Information ...

To learn more about Asperger's Syndrome, contact the ERIC Clearinghouse on Disabilities and Gifted Education, 800/328-0272, or see ERIC's "Frequently Asked Questions" section on the Web, http://ericec.org. Or, visit ASPEN of America, Inc. on the Web at www.asperger.org. □

Sheila Wagner is the School-Age Coordinator of the Monarch Program at Emory Autism Resource Center in Atlanta, Ga., and is a member of CEC Chapter #685.

Supervising Paraeducators — What Every Teacher Should Know

BY NANCY FRENCH

The 1997 reauthorization of IDEA, for the first time in special education law, says that paraprofessionals may assist in the delivery of services to children with disabilities. It adds that paraprofessionals should be appropriately trained and supervised. While paraprofessionals have worked alongside teachers and related service providers to help students in special education for at least 40 years, neither teachers nor related service providers have received preparation to train or supervise paraeducators.

Principles of Paraprofessional Supervision

The following four principles guide teachers' work with paraprofessionals.

Actively Involve Paraprofessionals

During orientation, teachers and paraprofessionals should identify and compare their work style preferences. Teachers should also identify programmatic needs, then compare those needs to paraprofessional's skills so they can create a personalized "job description" that helps the paraprofessional know exactly what is expected.

Conduct First-Hand Observations

First-hand observations of the paraprofessional's required tasks enable feedback based on data rather than hearsay. Observations may be quite short — just five minutes. The key is to observe frequently — twice a week is not too much.

Focus Observations on Tasks Assigned to the Paraprofessional

The most useful information comes from observations of the specific tasks assigned to the paraprofessional in the personalized job description. The tasks on which a person's performance will be evaluated should never be a surprise.

Use Written Data to Provide Feedback

Written information is more useful than verbal information during conversations about the paraprofessional's work. A teacher may take notes or "script" the exact words the paraprofessional uses while giving directions to a student. Or, he or she may record how often a paraprofessional calls on girls vs. boys or note the duration of waiting time during a brief observation. Clear communication and positive working relationships result when teachers and paraprofessionals examine these records together.

Paraprofessional Vs. Professional Roles

Teachers must always maintain the following four professional roles.

- **Assessment** — For special education eligibility or to use in instructional decisions.
- **Planning** — For IEPs and long-term goals as well as for the adaptations and modifications to daily, weekly, and semester-long instructional sequences.
- **Collaborating and Consulting with General Educators and Families** — To ensure that IEP goals are addressed, the student has access to the general education curriculum, and the family is appropriately involved in the child's education.
- **Supervising Paraprofessionals** — To ensure that paraprofessionals contribute appropriately to the educational process, get adequate on-the-job training, direction, and performance feedback.

Of course, paraprofessionals can contribute to all four roles. A paraprofessional may collect student data, charting the frequency of certain behaviors. The teacher can use this data to make assessment decisions. Also, a paraprofessional may suggest or carry out lesson plans; modify instructional materials based on the directions provided by the general education or special education teacher; and under a teacher's direction, contact parents to set up meetings or share specific information about the child.

In most states, school statutes specify the conditions under which teachers and paraprofessionals may be employed and the roles they may assume. Teachers need specific information about the laws and rules in their state, as well as information contained in professional codes of ethics and standards. (Contact CEC toll free at 888/CEC-SPED ext. 466 for a copy of "CEC Knowledge and Skills for Special Education Paraeducators.")

Resources for Teachers Who Must Supervise

The following literature provides valuable information for teachers.

- **Time Management** — Mamchak, P. S. (1993). *Teacher's time management survival kit: Ready-to-use techniques and materials*. Englewood Cliffs, NJ: Prentice-Hall.
- **Managing Workplace Relationships** — Blanchard, K. H. & S. Johnson. (1983). *The one-minute manager*. New York: Berkley Books.
- **Teamwork** — Larson, C. E. & F. M. J. LaFasto. (1989). *Teamwork: What must go right/what can go wrong*. Newbury Park, CA: SAGE Publications.
- **Needs-Based Negotiating** — Fisher, R., W. Ury, & B. Patton. (1991). *Getting to yes: Negotiating agreement without giving in*. 2nd Edition. Boston: Houghton Mifflin.

Seminars In Supervisory Skills

Courses on paraprofessional supervision should include paraprofessional roles and responsibilities, as limited by ethics and the legal system; providing orientation to paraprofessionals; delegating tasks; planning for others; managing multiple schedules; providing on-the-job training; evaluating performance; and managing the work environment.

Paraeducator Supervision Academy

The Paraeducator Supervision Academy covers the skills mentioned above. To arrange a demonstration, contact the PSA-Outreach Project at 303/556-6464, e-mail: nfrench@ceo.cudenver.edu, or see the Web: http://soe.cudenver.edu/ccel/para. □

Nancy French is the Director of the PAR²A Center at the Center for Collaborative Educational Leadership, University of Colorado, Denver, Colo. She is a member of CEC Chapter #382.

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CEC Leaders Size Up the Future of Special Education

One of the important jobs CEC's officers fulfilled at the Leadership Institute was to identify the issues and trends that will affect special education, education in general, and society in the future. CEC's officers were also treated to an expert glimpse into the future by the institute's keynote speaker, Tom Conger of the Institute of Alternative Futures in Alexandria, Va.

Expert Predicts Future for Society and Education

Tom Conger of the Institute of Alternative Futures predicts the future.

In the new millennium society will see more diverse educational formats for all children as well as improved use of technology, increased collaboration among educators, and additional emphasis on educational outcomes, Conger predicted. He further outlined the following specific changes in education:

- Increased options for educational settings, including home schooling and educational cooperatives, as well as corporation-sponsored schools (for example, the IBM corporation would be the driving force behind its high school, designing the curriculum and school activities).
- Students telecommuting 1-2 days a week.
- More team-based interactions among educators, including teachers sharing classes with students outside the country.
- Interactive technology that will help teachers give more comprehensive instruction to students than they can in typical classroom settings in which one teacher must divide his or her attention among a group of students.
- Twenty-four-hour video cameras in the classrooms so parents can tune in to see what their children are doing.
- Advances in brain research that provide new knowledge about instructional strategies for students with disabilities.
- Increased emphasis on teacher report cards and public knowledge of educational outcomes.

Conger also addressed a number of other issues educators should be aware of in order to prepare their students for the future. They include globalization, the growth of the world population to 10-12 billion, advances for women, an increasing literacy rate world-wide, and more powerful computers. Conger also predicted that multiculturalism and diversity would continue to impact our lives and the educational system and that urbanization would increase.

CEC would like to thank Forrest T. Jones for sponsoring this informative and exciting keynote address and reception for the CEC leadership.

CEC Leaders Identify Issues Important to the Field

CEC President Bogdan addresses CEC leadership.

CEC's officers identified four major issues during the Leadership Institute as a starting point to develop CEC's vision as well as its future strategic and business plans. The issues are

- Building quality schools that are staffed with trained professionals, maintain appropriate teacher/pupil ratios, and provide assistance for paperwork.
- Providing an effective education system that unifies general and special education, focuses on outcomes for all students, provides appropriate technological support for student learning, and utilizes interagency collaboration to serve students.
- Focusing on students and families, which entails emphasizing individualization of instruction, using assessments that provide instructionally relevant information, respecting and accommodating diversity, involving parents and families on educational teams, and personalizing communication between the home and school.
- Providing external support such as adequate funding and diverse support for special education. □

CEC leaders discuss future trends.

Survey Results — Looking Ahead 20 Years

Central to CEC's officers' thinking were the results of the Educational Change Survey that CEC sent to the Board of Governors, Past Presidents, Federation and Division officers, and staff. It was also placed on the CEC Web site. Following are the top issues survey respondents identified for each category.

Societal Factors Affecting Education

Technology
Demographic Shifts
Economic Conditions
Aging Population

Trends Affecting Our Schools

Personnel Shortages
Technology
School Violence
Demand for Accountability
Standards and Reform

Factors Leading to Improved Educational Success

Better Prepared Teachers
Better Administrative Collaboration
Early Intervention
Increased Funding
Parent/Family Involvement
Political Support for Special Education
Full Implementation of IDEA
Enhanced Understanding of Diverse Backgrounds
Reduced Paperwork

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What the IEP Changes Mean to Me as a Parent

The new regulations of the 1997 Individuals with Disabilities Education Act (IDEA) have mandated greater involvement of parents in their child's education. In particular, parents are to be full participants on their child's IEP teams, assisting in developing the plan and making eligibility and placement decisions about their child. Following are perspectives from parents of children with disabilities on how changes to the IEP process have affected them in advocating for their child's educational success.

My Input Directs the IEP

The changes allow me to participate in the development of the IEP, not only to attend but to provide input and have my input be a part of the whole program. I have two older kids with disabilities, who are now 22 and 25 years old. I attended all their IEPs over the years, but my input was never a part of their IEPs. Now, as a full participant on my 12-year-old son's IEP team, I am really directing his plan. Since I am the expert person in my son's life, I think it is my right to participate and that my input should be a part of his program.

However, while the changes provide opportunities to cover all areas of my child's program, the school district doesn't necessarily adhere to it. I would like to see the state set up a monitoring system for the IEP document itself to ensure all the components are implemented.

Zoie Barnett
East Orange, N.J.

Follow-Up Meetings Still A Challenge

I am still concerned about how often I can request follow-up meetings with my son's teachers and the IEP team in addition to the official IEP team meeting. I have needed these follow-up meetings to be sure the solutions the team set out to implement were working and, if not, to ensure the team would come up with other solutions. In the past, parents were automatically given these meetings. However, under the new IEP process, schools are under much less pressure to have these meetings unless the parents request them.

For example, last year my son was in a classroom setting that wasn't conducive to his progress, and the teacher he was matched up with was not appropriate for him. After sending notices to the teacher didn't solve anything, I contacted the principal who initiated a meeting with the teacher and the other IEP team members. In the end, everyone got out what they wanted to say, and as a parent, I could voice my concerns. From that meeting, we came up with a solution, which was to switch my child to another classroom, and I was a happy mom. But this crucial meeting was during an in-between time and not the standard end of the quarter.

Monica Herring
Laurel, Md.

The New Regulations Provide Parents Greater Confidence

Greater parent participation in the IEP process as outlined in the new law gives us an opportunity to enter goals and objectives that are working for our children and deal with goals that may not be working for our children.

The changes to the IEP section of the new regulations are definitely an improvement. The old law said parents could or may be a member of the IEP team. Now that parents must be part of the IEP team, they feel more confident in giving ideas, goals, and objectives as well as participating more and on a higher level in developing the IEP.

Linda Shephard
Douglasville, Ga.

Speaking Out reflects the opinions of individuals. Your comments are welcome. □

TAKE IT FOR *granted*

Special Education Improvement Grants — The U.S. Education Department (ED) will fund special education improvement grants that help state education agencies (SEAs) form partnerships with local education agencies and other state agencies interested in improving their services for children with disabilities. Deadline: Dec. 15. Eligibility: SEAs in any U.S. state or territory. Contact: ED, 202/205-8717 tel/fax or http://ocfo.ed.gov/fedreg.htm. (CFDA #84.323A)

Expanding Job and Career Opportunities for People with Disabilities — ED invites applications for projects with industry that create and expand job possibilities for people with disabilities. Deadline: Jan. 10. Eligibility: Nonprofit agencies, employers. Contact: Education Publications Center, 877/433-7827, fax: 301/470-1244, e-mail: edpubs@inet.ed.gov or http://ocfo.ed.gov/fedreg.htm. (CFDA #84.234P)

AT&T Technology Education — The AT&T Foundation funds education projects that focus on technology use to enhance teaching and learning and help people achieve self-sufficiency and lead productive lives. Deadline: None. Eligibility: Nonprofit organizations. Contact: AT&T Foundation, 212/387-4801 or www.att.com/foundation for a list of regional contacts.

Correction

The names of the presenters of the work detailing the student's perspective of having a learning disability were inadvertently left out of the story, "The Truth about Having a Disability — The Student's Perspective," *CEC Today*, June/July 1999. *CEC Today* would like to credit Mary Lynn Boscardin, Hal McGrady, and Janet Lerner for their outstanding and groundbreaking work in this area and inform readers that their research can be found in the book, *Learning Disabilities and Life Stories.** The book will be available in the spring of 2000.

*McGrady, H., J. Lerner & M. L. Boscardin. (in press). The educational lives of students with learning disabilities. In P. Rodis, A. Garrod, & M. L. Boscardin, (Eds.), *Learning disabilities & life stories.* Boston: Allyn & Bacon.

Greater Voice, *from page 9*

tween CEC's membership and its leadership. The Nominations Committee, which would recruit candidates for the Board of Directors, would be responsible for ensuring that all of CEC's constituent groups and membership segments have equal opportunities and representation in CEC's leadership activities.

"Because the Nomination Committee members would oversee leadership development and mentoring opportunities, CEC would be able to promote grassroots involvement in CEC's leadership," said Bogdan.

And, members may nominate themselves to the Representative Assembly to serve on the Nominations Committee.

The CEC governance restructuring provides an unparalleled opportunity for the Council to meet the challenges of the 21st century and give members a larger voice in CEC's future direction.

To learn more about the restructuring, see the special insert in this issue of *CEC Today*, go to the Web, www.cec.sped.org, or contact Pam Gillet at 847/965-6273 or William Bogdan at 523/742-2200 ext. 240 (W) or e-mail: wkbogdan@aol.com. □

Special Ed. Works, *from page 5*

abilities scored over twice as well on academic tests of text content.

- Students with disabilities have increased their performance on tests after receiving specific training in test-taking skill, scoring as much as 11 percentile points higher than untrained students when they were taught how to "show what they know" on tests.
- Mathematics achievement including life skills, money, time, measurement, fractions, and problem solving has been significantly improved with cognitive strategy instruction — students who received cognitive training on their understanding of mathematics outperformed normally achieving students who had not been trained.
- Appropriately adapted activity-based instruction in science and social studies has had a positive impact on science and social studies learning for students with disabilities. In a study cited in *Science Education*, 82, students with varying disabilities outperformed their non-disabled peers who used more traditional methods on objective and performance tests.
- Students with disabilities have learned, remembered, and retained more than twice as much information about a subject when taught using specific mnemonic strategies, according to a study by Tom Scruggs and Mastropieri.
- Direct instruction and cognitive strategy training has significantly enhanced both spelling and written composition achievement. Compositions have improved in quality and length with specific strategy instruction and practice.

Academic success is not the only area in which special education has made significant inroads in the progress of students with disabilities. Our work with children with behavioral and emotional disorders has also yielded impressive results. For example, in the 1993-94 school year, Fern Ridge Middle School in Oregon had approximately 7,000 discipline referrals. After working with and implementing the school-wide discipline and behavior management strategies of George Sugai and Robert Horner, professors at the University of Oregon in Eugene and members of the Oregon Federation, during the 1997-98 school year, discipline referrals were down to 1,800. Similarly, with Florida's Project Achieve, which utilizes a school-wide behavior management program, school suspensions dropped from 11 percent to 3 percent in a 3-year period.

Other Ways in Which Special Education Works

Though not documented, special education has advanced the field in other, vital ways that are crucial to student success. One such area involves the transition of students with disabilities to work or post-secondary education. Because special educators now work more closely with post-secondary education staff as well as students on meeting college responsibilities, our students are more successful in these settings, according to Terri Chasteen, transition coordinator in Nixa, Mo., and CEC's 1998 Teacher of the Year.

"Special educators are now working with post-secondary educators as part of the team," Chasteen said. "We work with them to make sure accommodations are followed through, provide field trips to help students make connections with the accommodation officer, and work with students on self-advocacy."

Special education also has developed highly effective strategies for working with students' parents. Often, parents know that in the special education teacher or administrator, they have an "ally at school who understands the problems their kids are having," says Pat Beckman, CEC's 1999 Teacher of the Year.

But perhaps one of most telling recent developments that proves special education works is that a higher percentage of middle and high school students are referring themselves to special education. This development shows that special education has not only transcended its stigma but that general education students see that it is effective, according to Beverly McCoun, director of student services in Mount Horeb School District in Wisconsin and CASE president.

"These self-referred students know they are as bright as their classmates and that they shouldn't have to struggle so hard to succeed," she added. "They turn to special education to level the playing field."

A Word of Warning

Special education works. That is without question. But, special educators warn that for special education to continue to work, we must ensure that we do the things that make it work — provide intense, sustained explicit instruction, maintain low teacher/student ratios, and use instructional strategies that have been proven effective. And, last but not least, we must have highly trained professionals providing instruction to students with disabilities. These professionals should specialize in certain areas, recommends Deshler.

"Who would you want operating on your brain? A GP or a brain surgeon?" he asked. "Who would you want teaching your child with a reading problem? I'd rather have someone who knows how to teach reading." □

CALENDAR OF CEC events

october

October 14-16, 1999
Florida CEC Federation Conference, "Facing the Future ... Prepared for Success." Adams Mark Hotel, Florida Mall, Orlando, FL. Contact: Paul Summa, 4010 Dale Avenue, Tampa, FL 33609, 727/588-6486 (O), 813/289-3963 (H), 727/588-6441 (FAX), e-mail: paul_summa@placesmail.pinellas.k12.fl.us.

October 21-22, 1999
Kansas CEC Federation Conference, "Today's Trends, Tomorrow's Treasures." Ramada Inn, Hutchinson, KS. Contact: Marlene Riedel, 410 NW 5th, Abilene, KS 67410, 785/263-1471 (O), 785/263-7591 (H), 785/263-7591 (FAX).

October 21-22, 1999
Utah CEC Federation Conference, "Your Future, Our Commitment — Failure is NOT an Option." Ogden Marriott, Ogden, UT. Contact: Peggy Milligan, 11212 S 10th E, Sandy, UT 84094, 801/264-7400 (O), 801/571-7892 (H), 801/264-7427 (FAX), e-mail: pmilligan@do.mury.k12.ut.us. Co-sponsored by Utah CCBD and BEST.

October 21-23, 1999
Saskatchewan CEC Federation Conference, "Love Can Build a Bridge, Working with At-Risk Students." Moose Jaw, SK. Contact: Jan Rowlinson, 306/693-4631.

October 21-23, 1999
DCDT International Conference, "Transitions to a New Century." Sheraton, Charleston, SC. Contact: Cindi Nixon, 803/738-3255, cnixon@richland2.k12.sc.us; Kathy Fender, 803/734-8483, kfender@sde.state.sc.us; or Joy Godshall, 803/935-5229, e-mail: joyg@bellsouth.net. See the DCDT Web site for more information, www.ed.uiuc.edu/SPED/dcdt.

October 23-27, 1999
California CEC Federation Conference, "Meeting the Challenge of 2000." Doubletree Hotel, Costa Mesa, CA. Contact: Leo Sandoval, 309 Browning Ct., Roseville, CA 95747, 916/783-9577 (H), 916/783-9577 (FAX).

October 28-30, 1999
Ontario CEC Federation 43rd Annual Provincial Conference, "Empowering Our Spirit — Embracing Our Future." Ramada Inn, Sault Ste. Marie, ON. Contact: Claranne McFarling, 710-275 Albert St, Sault Ste. Marie, ON P6A 6N7 Canada, 705/945-5525 (O), 705/942-2389 (H), 705/253-3962 (FAX), e-mail: claranne.mcfarling@sympatico.ca.

november

November 3-5, 1999
Arkansas CEC Federation Conference, "Pathways to Community in Seasons of Change." Hot Springs Convention Center, Hot Springs, AR. Contact: Lynn Springfield, Arkansas Special Education Resource Center, 1405 N Pierce, Suite 101, Little Rock, AR 72207, 501/280-9680, 501/663-7363 (FAX), e-mail: lspringfield@arkedu.k12.ar.us.

November 4, 1999
New York CEDS Subdivision Workshop, "Information Processing Models and Problem-Solving Strategies." Long Island Marriott, Uniondale, NY. Contact: Craig Michaels, National Center for Disability Services, 201 I.U. Willets Road, Albertson, NY 11507, 516/465-1601 (O), 516/883-9666 (H), 516/747-5378 (FAX), e-mail: cmichaels@ncds.org or dreamswrk@aol.com; or Myra Brahms, 212/628-6797.

November 4-5, 1999
Pennsylvania CEC Federation Conference, "New Horizons in Pennsylvania." Hershey-Harrisburg Holiday Inn, Grantville, PA. Contact: Brenda Robertson, BCIU #14, PO Box 16050, 1111 Commons Blvd, Reading, PA 19612-6050, 610/987-8541 (O), 570/385-4568 (H), 610/987-8400 (FAX), e-mail: brerob@berksiu.k12.pa.us.

November 4-6, 1999
Illinois CEC Federation Conference, "Empowering Educators for the New Millennium." Hilton Arlington Park, 3400 West Euclid Avenue, Arlington Heights, IL 60005. Contact: Joyce Meyer, 345 West St., Gurnee, IL 60031, 847/360-5473 (O), 847/623-1807 (H), 847/360-5396 (FAX), e-mail: jmeyer@mail.wps.lake.k12.il.us. Hotel reservations: 8-800-HILTONS.

November 4-6, 1999
CEDS 1999 Topical Conference, "Assessment: Best Practices for the Future." Menger Hotel, San Antonio, TX. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/452-6021, 506/453-3969 (FAX), e-mail: sandral@unb.ca.

November 7, 1999
CEC Institute on Disproportionate Representation, "Assessment and Placement." The Historic Menger Hotel, San Antonio, TX. Contact: CEC, 1920 Association Drive, Reston, VA, 20191-1589; 888/232-7733, 703/264-9494 (FAX), service@cec.sped.org, Web: www.cec.sped.org.

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Vol. 6 No. 3
October 1999

Nominations Due

Yes! I Can Awards — Recognizing Our Exceptional Students

Nominations are due by January 7, 1999

Nomination forms and instructions are available on CEC's Web site: www.cec. sped.org (in the "Foundation for Exceptional Children" section). To receive forms by mail, contact CEC: 888/232-7733 or e-mail: fec@cec.sped.org.

Nominations Due for the CEC Executive Committee!

The following positions are open:

- First Vice President
- Governor-at-Large, non-designated (2)

Nominations must be postmarked by Dec. 15, 1999

For details, see the CEC Web site, www.cec.sped.org. For a nomination form, call 703/264-9487.

inside

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An Unbeatable Combination — CEC's Outstanding Students and Teachers 12

Student-Centered Transition Programs Critical for Post-School Success

The key to success for students with disabilities into their adult and work lives, say special education experts, is teaching them self-determination throughout their school careers. When students leave the supports of IDEA and their school system, they enter the new millennium society grasping for information, services, and support networks. However, under a teacher's guidance, students of all ages can take responsibility for their education and independent lives to help ease the transition process.

Beginning as early as kindegarten, students can learn how to set goals, solve problems, make decisions, and discover their unique learning characteristics, says Michael Wehmeyer, professor at the Beach Center on Families & Disability, the University of Kansas, Lawrence. In particular, students can learn these skills by directing their IEP process, networking with mentors and support groups, exploring career options through work experiences, and, if applicable, preparing for college.

Empowering the Student

"Who's responsible for the IEP in high school? Parents and Teachers," said Terri Chasteen, transition coordinator at Nixa High School, Nixa, Mo. "Who's responsible after high school? The student."

Teaching students responsibility for their own learning can be integrated into the curriculum. In elementary school, students can begin asking questions that reflect on their learning, such as "How did I like this les-

Continues on page 5

Early Childhood Special Education Takes on New Challenges

At a time of renewed interest and discovery in early intervention and early childhood special education, the field is striking out in exciting new directions. No longer relegated to "special classes," early childhood special education is making significant inroads into inclusive settings for young children, occurring in natural environments such as the home or community, and becoming an integral part of the child's daily routine. In doing so, early childhood special education is, in some ways, paving the path for interagency cooperation in serving children with special needs. In addition, early childhood special education is shedding new light on behavioral interventions and preventative measures for antisocial and violent behavior — and preventing such behavior among middle school children and young adults.

Though the recent findings on early brain development and other research on infants and children have made educators, politicians, and the public more aware of the importance of early childhood education, the field still must overcome many challenges. It continues to face a lack of resources, both in qualified personnel and funding. It continues to struggle to ensure

Continues on page 9

State Farm Good Neighbor Award — Steve Brown
Making Music for a Lifetime

As a 5-year-old, Special Education Teacher Steve Brown was awe-struck by the emotive sounds of the church organ. Since that first calling, Brown has infused music into his personal and work life. He not only plays the piano and organ for weddings, funerals, and civic organizations, he also brings his joy of music to his special education students — students to whom he has always felt drawn.

"I have always believed [special education] is where I needed to be," said Brown. "It chose me."

Brown successfully combines his two callings through an innovative music program, Melody's Way, for his K-5 special education students at Jefferson School in Johnson City, Ill.

The ABCs of Music

Through Melody's Way, Brown uses a letter system instead of notes to teach his students how to play the piano. For example, if the student is to play a "C," then Brown writes a "C" on the paper. Musical rests are denoted by the letter "X," and notes to be held are denoted with a line drawn from the letter of the note for however long it needs to be held.

Brown's students use this system to play simple folk tunes and songs they already know. This helps keep students interested and assists them with rhythm and timing, Brown says.

The lessons provide Brown's students with leisure skills that can be used throughout their lives. Some students continue taking private piano lessons with Brown. Others continue in chorus and instrumental band in middle and high school. (In fact, high school choral and band teachers often ask Brown for advice on making their programs more appropriate for students with disabilities.) Outside of school, students can play the piano just about anywhere.

"Keyboards are so accessible that kids can slip on a set of headphones and not disturb anyone else, especially in residential group homes," Brown said.

Brown's Students Perform for the Community

After all their practicing, Brown's students prepare for the annual recital where they show their family, school, and community what they have learned. Students invite guests. School administrators and representatives from the state board of education also attend. In addition, many community members of their small town of 3,900 people return each year to lend support.

Reminiscing about a past recital, Brown remembers preparing "Jason," a student with severe disabilities, for the recital. Jason's parents — who had taken time off from work to attend — siblings, and grandmother eagerly awaited his shining moment. But Brown was fearful that Jason's family would be disappointed because his song centered around only one note. But after the recital, Brown was surprised to hear them say, "Well, it looks like we'll have to buy a piano."

"Sometimes success is minimal," Brown said. "Those kinds of things keep me going."

Indeed, Brown has kept going throughout his 19-year teaching career doing what he can to bring the magic of music into his students' lives for the school year and beyond. And the students appreciate their success. In response to attention over the annual recital and the recent publicity from the State Farm Insurance Companies' Good Neighbor Award, Brown's students often say, "We did pretty good, didn't we?"

The Award

The State Farm Good Neighbor Award for special education was developed in cooperation with The Council for Exceptional Children. Each of the 12 recipients announced throughout the year receives a $5,000 check payable to the educational institution of the recipient's choice, recognition in national publications, and a commemorative plaque at a special ceremony at his or her school. Brown donated $2,500 of his financial award to his local CEC chapter and 2,500 to his school library.

CEC congratulates Steve Brown on his innovative contributions to the education of exceptional children and youth. □

State Farm Recipients Honored in Washington, D.C.

Award Recipients Karen Williger and Barbara Gonci share stories at the opening reception.

The 12 recipients of the State Farm Good Neighbor Award for innovative special education teaching were treated to a fun-filled weekend in Washington, D.C. Their hosts, the Smithsonian Museum and National Geographic Society, led them on private VIP tours of National Geographic's headquarters building and the Museum of Natural History. They also met National Geographic's leading photographer and attended a showing of the Smithsonian's newest IMAX film, "Africa's Elephant Kingdom."

The honored teachers in attendence included **Theresa Santiago**, Parlin, N.J.; **Debbie Carter**, Wheaton, Ill.; **Karen Williger**, Gretna, La.; **Ellen Felber**, Plainview, N.Y.; **Steven Noll**, Gainesville, Fla.; **Nancy Barnett**, Muncie, Ind.; **Ann Greiner**, Norcross, Ga.; **Steve Brown**, Harrisburg, Ill.; **Barbara Gonci**, Cooper City, Fla.; **Martha Shields**, Beavercreek, Ohio; **Faith Charles**, Fresno, Calif.; and **Gale Chance**, Phenix City, Ala.

Make the Research Connection!

Research-based practices," "data-based decision-making." How often do we hear these phrases used to describe strategies, techniques, and materials that are supposed to be a "silver bullet" to magically impart learning to our students? There are so many different kinds of research — some of it just initial investigations of ideas, some in a more advanced stage but not yet "ready for prime time," and some of it tested and validated in real classrooms. How do you weed through it all to determine what you can use?

As teachers, we want to use techniques that have been used in schools like ours, with students like ours. Yet even if we had the time to search for, read, and interpret the many research studies that have been conducted, how do we know if they have been replicated and validated for use in situations like ours? Just as important, how do we know if real teachers have used them and found them to be practical in the classroom and beneficial to their students?

The ERIC/OSEP Special Project at CEC addresses these questions in its biannual research newsletter, *Research Connections*. Since its first issue in fall 1997, *Research Connections* has published issues on five topics:

- **School-Wide Behavioral Management Systems** (Fall 1997)
- **State-Wide Assessment Programs** (Spring 1998)
- **Integrating Technology into the Standard Curriculum** (Fall 1998)
- **Positive Behavioral Supports** (Spring 1999)
- **Universal Design** (Fall 1999)

Each issue presents pertinent federal policy and validated, corroborated research on the topic, followed by articles about techniques in action in real schools. The "Views from the Field" section then describes the perspectives of people who have used these techniques. A sampling of state positions and applications of the techniques ends the issue. People to contact for more information, including researchers, school district teachers and administrators, and state education agency personnel, are listed along with print references.

CEC members receive *Research Connections* each fall and spring. It is also available online at http://ericec.org and may be freely reproduced and disseminated, so when you find something you'd like to copy and share with your colleagues, feel free to do so!

Research Connections is designed to give teachers and administrators the information they need to see if a technique will "fit into" their school districts and the contacts to turn to as they implement it. If you have observations that we can use to make *Research Connections* even more useful, please let us know. To give observations, make comments, or request back issues, contact Jane Burnette, 703/264-9419, or janeb@cec.sped.org.

Let CEC and ERIC/OSEP help you make the Research Connection! □

New Features on CEC's Web Site

Behavior/Discipline Discussion Forum

Access the Behavior and Discipline discussion forum at www.cec.sped.org to discuss the issues, share ideas, and offer support in dealing with behavior and discipline problems in the classroom.

Fully Secured Online Membership Forms

Renew your CEC membership online with a credit card using secure forms at www.cec.sped.org/mb/join.htm. All information on these forms, including credit card numbers, is transmitted using the Secure Sockets Layer protocol and stored on CEC's server using 1024-bit encryption.

New and Improved Web Template for Federations and Divisions

Federation and division Web masters can now register for the template online and be assigned a password immediately. In addition, the update functions have been overhauled to provide smoother access. For further information on the template, including sample pages, go to the Web: www.cec.sped.org/units/form.htm.

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Advocacy in Action

CEC Calls for Alternative Programs for Students Who Bring Firearms to School

In a bold new move to promote safety in our schools and communities, the Council for Exceptional Children (CEC) and the National Association of School Psychologists (NASP) are calling for schools and communities to provide alternative programs and supports for students who are expelled or suspended for bringing a gun or firearm to school.

Both associations stress that any student who brings a gun or firearm to school or a school function poses a threat to the school community, and schools can immediately remove these students from their current educational program. At the same time, alternative programs and supports — including educational, psychological, and mental health services, as well as crisis intervention services — should be provided and focus on improved educational and mental health outcomes for students.

These outcomes should allow students to: a) transition back into their regular school, if appropriate; b) meet state educational standards; c) graduate with a diploma; and d) become productive, tax-paying citizens.

To prevent the behavior that leads to crime — and its reoccurrence — and to improve the odds that children who exhibit violent behaviors will become responsible citizens, we need to provide adult supervision and programs, supports, and services that address behavioral problems. These include early intervention/prevention, counseling, teacher and family support, disciplinary options, behavior modification strategies, effective alternative programs, and appropriate legal action.

States should designate a lead agency to coordinate a community-based approach to pay for the programs, supports, and services, which should be developed collaboratively with families, public and private agencies, juvenile justice, social services, mental health, schools, and others.

Effective research-based programs, supports, and services have improved educational and social outcomes for students who exhibit violent behaviors. These types of programs will help ensure that Americans have the safe streets and safe schools they deserve and that all students have a safe environment in which to succeed and learn.

A number of other interested parties participated in the Safe Streets, Safe Schools initiative, including other education, parent, juvenile justice, and law enforcement groups.

More Than $700 Million in Additional Funding Proposed for Special Education in FY 2000

Both the Senate Labor-HHS Education appropriations subcommittee and the full Appropriations Committee have passed the Senate appropriations bill for FY 2000, which includes an increase from FY 99 of more than $700 million for special education. The appropriators also included a small increase for early intervention and preschool grants, as well as a $1.5 million increase for technology and media. Senator Specter's (Chair of the Subcommittee) bill, which included $500 million more in discretionary spending on education above the president's proposal, showed a $1.7 billion increase over FY 99 levels.

The bill also included

- $45 million more in Safe and Drug Free Schools.
- $15.6 million for Vocational Education.
- $200 million more for the After School Program.
- $324 million more in Title I.
- $103 million in Adult Education.
- $60 million in GEAR-UP.
- $30 million for TRIO.
- $28 million increase for Impact Aid.
- $20 million more for Graduate Assistance.
- $14.2 million more in Hispanic Serving Institutions.
- An increase of $200 in the Pell Grant maximum.

Funding Freezes and Cuts

However, the bill freezes several key programs including: vocational education state grants, Technology Literacy Challenge Fund, Comprehensive School Reform, Even Start, Title VI, Class Size Reduction, Charter Schools, Reading and Literacy Grants, Immigrant Education, Perkins Loans, LEAP, and Eisenhower Professional Development.

It also cuts School to Work by $70 million and Libraries by $11.5 million and eliminates Urban Community Service. □

Continuing Resolution Keeps Education Programs Afloat

Because only four of the 13 appropriations bills had been signed into law as of Oct. 1, Congress passed and President Clinton signed a 3-week Continuing Resolution that continues funding at FY 1999 levels for all education programs until October 21. FY 2000 began October 1.

Senate Labor, HHS, and Education Bill

Since the Senate bill went to the Senate floor, there have been several education amendments on the bill. Senator Slade Gorton's (R-WA) amendment on class size passed by a vote of 53-45. The amendment states that the $1.2 billion for a teacher initiative (currently class size reduction) that is included in the bill shall be used for Title VI (Innovative Education Program Strategies) unless Congress reauthorizes the class size initiative in separate ESEA legislation. Even then, funding would be frozen at last year's level.

Amendments that may be offered in further discussions include an amendment increasing GEAR-UP by $60 million and fully funding Teacher Quality Enhancement, both by Sen. Ted Kennedy (D-MA). Sen. Paul Wellstone (D-MN) may offer an amendment to fully fund Head Start and another to fully fund Title I of ESEA, a $16 billion increase.

The Senate bill is more "education-friendly" than the House version, particularly for IDEA programs. Both chambers will have to reconcile the differences between the two bills to pass a final bill.

Transition, *from page 1*

son?" and "Was it easy for me?," suggests Paula Kohler, professor at Western Michigan University, Kalamazoo, Mich. In middle and high school, students can lead their IEPs and build relationships with the disability community.

Student-Led IEPs

"The IEP is a metaphor for the self-determination process," said Jim Martin, professor and director of the Center for Self-Determination, University of Colorado, Colorado Springs.

According to Martin, students can direct their own IEP process by taking the following steps:

- Choose goals based on their understanding of their interests and limits.
- Learn how to actively participate in and lead their IEP meetings.
- Take action by breaking down their goals into short-term pieces or tasks that students complete weekly. Frequent meetings with the teacher to monitor progress and revise the student's goals are also helpful.

Understanding their disability also enables students to ask for specific accommodations they need in their personal and work environments as well as inquire about where to get further assistance, says Deborah Leuchovius, project coordinator for the Technical Assistance on Transition and the Rehabilitation Act Project and parent representative on CEC's Division on Career Development and Transition (DCDT).

And, parents marvel at how student-led IEPs positively impact their children.

"My daughter presented a video IEP in an organized and coherent fashion detailing her strengths and weaknesses," said Paul Bangellow, a parent in Virginia. "It is wonderful to see a young child with special needs do this."

Mentors and Support Groups

Students with disabilities can bridge the gap between school and post-school life by tapping into disability networks. They may want to join a disability support group, especially as they gain more access to the general education curriculum.

"With the trend toward inclusion, it is my personal observation that we're taking away opportunities for students with disabilities to socialize with other students with disabilities," said Leuchovius.

Or, students may want to contact an adult with a disability who can mentor the student into adulthood.

Empowering the Family

Encouraging students to take responsibility for their education and future is an important step to ease the transition process. However, to expect a young adult emerging from high school to be able to transition to school or work on his or her own is unrealistic, according to Leuchovius. Thus, training the family is critical.

Teachers who take extra time and effort are best able to keep parents informed and connected to the school.

"They call after hours when you're at home and schedule meetings when it's convenient for you [the parent]," said Leuchovius. "I really appreciate it when Freddy's school therapists call to remind me to follow up on something we discussed. With his many needs, it is difficult to stay on top of everything."

Educators can help connect families to resources including adult provider agencies in their area. The family may want to begin making arrangements and interviewing future funders and providers several years before the student graduates, says Leuchovius.

Exploring Career Options

Helping Students Find Their Dreams

For students who plan to work after school, educators can help them explore various careers through a number of means. While interest inventories and computerized tests can help students focus on a career path, "there's no replacement for person-centered planning," said Dan Linneman, assistant professor at the National Transition Alliance for Youth with Disabilities, University of Illinois, Champaign, Ill.

"There is no way you can sit down with a piece of paper and pencil and figure out what you want to do when you grow up," continued Linneman.

When career planning, Linneman recommends that students consider specific skills and interests rather than particular jobs.

Transition Resources

Life Centered Career Education (LCCE)

For more information contact LCCE Specialist Susan Bergert at 888/232-7733 ext. 451, e-mail: susanb@cec.sped.org, or see the CEC Web site, www.cec.sped.org.

Publications

Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals (Book #S5207)

The Arc's Self-Determination Scale (Book #S5233)

America's Top 300 Jobs, 5th Edition (Book #S5261)

The Enhanced Occupational Outlook Handbook (Book #S5259R)

For more information about these and other products on transition, contact CEC at 888/232-7733 or see the CEC Resource Catalog on the Web, www.cec.sped.org, under "Publications & Products."

CEC's Division on Career Development and Transiton (DCDT)

Contact: 888/CEC-SPED, e-mail: service@cec.sped.org, Web: www.ed.uiuc.edu/SPED/dcdt

College Resources

HEATH Resource Center: National Clearinghouse on Post-Secondary Education for Individuals with Disabilities. Contact: 800/544-3284, heath@ace.nche.edu, Web site: www.acenet.edu.

Association on Higher Education and Disability (AHEAD) Contact: 614/488-4972, e-mail: ahead@postbox.acs.ohio-state.edu, Web site: www.ahead.org.

"Find something that really turns you on," said Linneman. "I'll bet you if you found someone who was interested in doing work with their hands, that their interest was there at age 8, 14, and will be there at age 88."

Linneman also suggests students find a niche. In the new millennium, workers will not be the "interchangeable cogs" they often are today, Linneman says.

"Employers will want 'Bob' be-

Continues on page 7

Help Your Chapter and the Field — Recruit New CEC Members

BY KRISTEN WALLITSCH

As CEC members, "membership strategies" are words that we are all familiar with. But have you ever asked yourself, "Why are these two words so important to CEC?" And, "How can I help to increase recruitment and retention?"

Why Are Recruitment and Retention So Important?

CEC's very existence — and the work it does — is based on its members. Without members CEC would be unable to fulfill its mission, which is the same mission we, as future special educators share — to help children with exceptionalities excel, support those who work with children with exceptionalities, and support the field. The more members the organization has, the more we are able to accomplish, and the more members that CEC has, the better life can be for children with exceptionalities.

The following suggestions are offered as successful strategies to pull new members in and to keep the old ones coming back.

More Than Just a Member

Many times when people decide to join an organization it is because they know they will be doing worthwhile things, not just to say that they are a member. If an organization plans activities that are fun and beneficial, then it will make joining more desirable. People will come to you wanting to partake in the activities. Once you get someone's attention, then it becomes time to get him or her to stay. So make sure your chapter has an interesting and fun slate of activities that many of your peers can participate in.

Why Did You Join?

Take a few minutes to think back to when you first joined CEC. Why did you initially join? Why do you continue to be a member? Have your ideas and philosophies about CEC and exceptional children matured since the beginning of your membership?

The reasons you became a member are probably some of the same reasons that others have. Share your genuine thoughts and feelings about what CEC means to you with non-members. People enjoy belonging to an organization with a genuine purpose.

CEC Welcomes Everyone

Be open minded when thinking about whom to recruit as a new member. CEC's benefits extend beyond the people directly related to special education. General education teachers more than likely will have children with special needs in their classes. Student clubs such as the Young Democrats and Young Republicans are connected to the political aspects of special education.

Making an effort to extend CEC activities to anyone on campus can open new doors and spark new interests. Inviting other clubs to join in a meeting or participate in a volunteer activity also can lead people to want to be a member.

Strong Advisor Support, Strong Leadership

The heart of a successful chapter or federation is strong advisor support. Many students in the ranks of CEC leadership attribute much of their involvement to the influence of a college advisor. If there is a professor at your college who is interested in special education issues, persuade him or her to become involved. You then can work as a team to recruit new members.

CEC offers opportunities to advance into leadership positions at all levels. Becoming a leader in Student CEC will not only help CEC become better but will also increase professional opportunities for you. A CEC leadership position on a resume looks great to a future employer.

Incentives To Join

One of the most important things that CEC offers its members is current information on special education. This information can be used to broaden your knowledge and expand professional opportunities — as well as come in handy for term papers! The information comes in the form of *CEC Today*, *TEACHING Exceptional Children*, *Exceptional Children*, and division journals.

CEC also offers conferences and conventions, which feature workshops and sessions that will help you increase your professional development. At CEC's popular professional development events, you can meet new people and build connections with others who share like philosophies.

In addition, CEC offers advocacy materials. CEC's advocacy efforts influence legislative decisions that affect the lives of students with exceptionalities and the lives of the teachers and administrators who serve them. As a member you can be a part of these efforts. ❑

Share Your Story

The Student Executive Committee is always looking for new ideas to use to reach out to new members. If you have an effective way to recruit new members we would like to know. Share your activities with us. Send them to:

Kristen Wallitsch
3047 Nadina Dr.
Louisville Ky. 40220

Kristenscec@yahoo.com

Kristen Wallitsch is a student teacher at Cane Run Elementary School and attends Bellarmine College in Louisville, Ky., where she is a member of CEC Chapter #605. She is also vice-president of communications for Student CEC.

Assess and Place Students from Diverse Backgrounds Appropriately

Get a leg up on one of the most challenging aspects of special education — assessing and placing students from diverse backgrounds appropriately. At CEC's *Institute on Disproportionate Representation: Assessment and Placement of Students*, to be held Nov. 7, 1999, in San Antonio, Texas, attendees will learn how to

- Demonstrate awareness and sensitivity to a student's cultural/linguistic background.
- Use assessment tools that accurately determine diverse students' strengths and weaknesses.
- Generate culturally and linguistically appropriate interpretations of student work and behavior.

Educators, assessment professionals, and school administrators will all benefit from this informative, enlightening seminar.

Registration

- CEC member $139
- Nonmember $169
- Student CEC $79
- Student Nonmember $99

**Attend the Council for Diagnostic Services Conference, and pay only $119 for registration!*

To register, call 888/CEC-SPED. □

Transition, *from page 5*

cause Bob has the capacity to program computers in a certain way and to break tension in a business meeting with humor," said Linneman.

On-the-Job Experience

The greatest help toward career discovery and successful employment is paid work experience, say the experts. Volunteer work, job shadowing, and internships also provide students with valuable career planning information. In fact, knowing what jobs you don't like can be just as important as finding what you do like, says Michael Bullis, professor, University of Oregon, Eugene.

In particular, work experience teaches students social skills they need at work, including showing up on time, taking directions, getting along with others, and being respectful.

"The more students practice these [skills], the more competent they'll be," said Linneman.

Work experiences provide alternative forms of assessments, such as letters of recommendation from employers, portfolios, and photographs of on-the-job activities, says Linneman.

But not all businesses are willing to employ students. Linneman recommends that educators find a business's weak point or deficit where workflow and productivity are falling behind. Then, they can sell the idea of getting the job done rather than of hiring a particular person.

Gearing Up for College

More and more students with disabilities are heading off to college after they graduate from high school rather than going directly into the workforce.

"At our university alone, the number of students with disabilities has grown threefold in the last eight years" said Diane Bassett, associate professor at the University of Northern Colorado, Greely, Colo.

Students choosing this path to the workforce need to ready themselves for college life and work. Educators can prepare students with

- **College Tours and Information** — To gather information about how many students with disabilities attend, which colleges offer accommodations, and what those accommodations are. For example, some colleges may consider 2-3 classes as full-time status for students with disabilities rather than the usual five classes, according to Leuchovius. In addition, Linneman recommends students rely less on the college's disability support ser-

Continues on page 15

Canada — Contact Your Officers to Get Involved!

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Division Focus

CASE

The Council of Administrators of Special Education

CASE nominations are underway for officers and CASE awards. Positions open on the CASE Executive Committee include president elect, governor to CEC, treasurer, and unit representative (elected by the CASE Board of Directors). CASE is also seeking nominations for the CASE Outstanding Administrator Award and the Harrie M. Selznick Distinguished Service Award. The deadline for both officer and award nominations is January 1, 2000. Nomination forms were included in the last newsletter but members needing additional forms can contact the CASE office at 505/243-7622.

CASE members who are interested in serving on a CASE committee in the term beginning July 1, 2000, are urged to contact the CASE office or President Elect Bev McCoun directly. Both the office and McCoun can be reached by going to the CASE Web site, accessing the desired recipient, and sending an e-mail message. The CASE Web site is http://members.aol.com/casecec/ index.htm. CASE committees are Policy and Legislation, Membership, Professional Development, and Publications and Product Review.

Final plans are underway for the 10th Annual CASE Conference, to be held Nov. 18-20, 1999, in Chandler, Ariz. Featured speakers will be Gary Marks, Art Cernosia, and Cal Evans. Michael Hock will be the pre-conference workshop presenter. For further information, contact the CASE office. The registration form is available on the CASE Web site.

CEC-DR

Division for Research

CEC-DR is seeking nominations for two positions on our Executive Board: vice president and secretary.The vice president serves consecutive one-year terms as vice president, president-elect, president, and past president. Board members are expected to attend our annual meeting at the CEC convention each spring, as well as summer and fall meetings. Nominations must be made by a CEC-DR member (self-nominations are acceptable) and should include (a) the nominee's name, address, and telephone number, (b) a statement by the nominee that he/she is willing to serve, and (c) a statement indicating the nominee's qualifications for the position. Nominations and any inquiries should be directed to Mike Gerber at the Graduate School of Education, University of California, Santa Barbara, CA 93106 or via e-mail, mgerber@education.ucsb.edu.

CEC-PD

The Pioneers Division

President-Elect Andy Berg has been putting the finishing touches on the Pioneers program for the Vancouver convention. June Robinson will chair a special session entitled "Two Turning Points" with guest speakers Parthenia Cogdell and Fred Weintraub. The Pioneers Showcase Session will honor Earl Campbell.

The Executive Committee will meet on Friday at 10 a.m. The annual business meeting will be held at 5:00 p.m. on Saturday followed by the annual dinner.

If you are interested in joining the Pioneer's e-mail network, contact President Bev Johns at bevjohns@juno.com

CEC-PD officer nominations are being sought for vice-president, secretary, and member-at-large. If interested, contact Mary Jean Lambert, 1830 E. Fairway Dr., #15, Orange, Calif. 92866-3318.

Nominations are also due for the Romaine P. Mackie Leadership Award for 2000. If you know a candidate, send your nomination and his or her resume to Bob Fuchigami, 442 Garfield Park Ave. Santa Rosa, Calif. 95409.

All Pioneers are receiving an updated Membership Directory and a copy of the Constitution and By-Laws.

DEC

The Division for Early Childhood

Back by popular demand — DEC's research roundtables! There will be 17 sessions at the DEC conference in Washington, D.C., this December covering such topics as resilience in children and families, siblings of young children with disabilities, guidelines for authors and reviewers of the *Journal of Early Intervention*, and outcomes and program indicators for documenting progress of preschool children. This year a session will be geared toward graduate students and junior researchers on how to be a "good research consumer."

Other research sessions include a 4-hour methodology workshop "Longitudinal Research in Early Intervention: Rationale, Methods, and Challenges." This session will focus on issues in designing and conducting longitudinal research including study design, measurement issues, strategies for maintaining the sample over time, and the need for long-range planning. The workshop will be highly interactive.

Two additional crackerbarrel sessions are also scheduled. The first, by Richard Roberts and colleagues from the Early Intervention Research Institute, presents a participatory action research approach to the evaluation of community based, family-centered, coordinated service systems. In addition, Cindy Bernheimer, Linda Brault, and Pam Winton will conduct, "Parent-Researcher Partnerships: Yes, No, or Maybe?"

DISES

The Division of International Special Education and Services

In addition to its U.S. members, DISES has 112 members from 44 countries, provinces, or jurisdictions outside of the U.S. These members are located in Australia, Alberta, the Bahamas, Bahrain, Barbados, Belize, Bermuda, Botswana, Brazil, British Columbia, Colombia, Cyprus, Finland, Germany, Guam, Hungary, Iran, Israel, Hong Kong, Jamaica, Japan, Jordan, Malaysia, Mexico, Morocco, New Zealand, Nova Scotia, Ontario, the Pacific Basin, Portugal, Puerto Rico, the Republic of Korea, Saudi Arabia, Saskatchewan, Singapore, Sweden, Switzerland, Taiwan, Turkey, Uganda, the United Kingdom, United Arab Emirates, Western Sahara, and a U.S. fleet location.

The Special Education World Congress in April 2000 (see page 11) will bring together people from these and other countries. We hope YOU will be one of them.

Early Childhood, *from page 1*

that practitioners and the public know what works. And it continues to be pushed to a "low priority" status when crises among middle and high school students occur.

"The advances being made in early childhood special education are crucial," said Nancy D. Safer, CEC's executive director. "The more effective interventions we can provide to young children with disabilities, the more we can improve their success at every level of their school career and in life."

Nearly 187,500 infants and toddlers and approximately 600,000 preschoolers received intervention and special education services in 1996-97, according to the *20th Annual Report to Congress*. This represents a slow but steady increase in the number of young children requiring special services and highlights the need for effective interventions and instructional strategies for this special population. The need is exacerbated when one considers the fact that recent research has shown that early intervention can reduce the time needed special education or eliminate the need entirely for some children with academic, behavioral, or physical disabilities.

Recognizing the importance of early childhood special education, the federal government has required states to provide a free and appropriate public education (FAPE) to children with disabilities ages 3 - 5 since 1992.

However, many states are still struggling to implement effective special education services for young children with disabilities, and much of the new knowledge we have concerning effective practice remain unknown by practitioners or parents and are not being fully implemented at this time.

New Instructional Strategies for Young Children with Special Needs

Natural and Least Restrictive Environments

Some of the major advances in early childhood special education involve making instruction and intervention a natural part of the child's learning and experience. Thus, the field is emphasizing "natural environments" rather than isolated settings as well as activity-based or routine-based interventions rather than non-contextual learning activities.

Currently, the field is working to provide early childhood services in the child's natural environment — wherever he or she would be naturally, whether that be in the home, child care, head start, preschool or public school setting. To achieve these inclusive settings, many states/provinces and school districts have adopted innovative systems to enable the interventionist or special educator to meet the child on his or her own turf. For example, a special educator may serve the child at his or her child care center or at the child's home. In such cases, the child's Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP) states the primary setting for special services.

Unfortunately, we still have a way to go in this area, as early childhood special education is often offered only in a 3-hour preschool setting. The goal is to have more individualized planning and services for young children beyond the traditional half day preschool to a full-day program or across settings, asserts Susan Fowler, professor at the University of Illinois.

"We need to look at where the family is and where the child would be if he or she were not disabled," added Linda Brault, project director at the California Institute for Human Services at Sonoma State University. "We need to help them (the parents) reclaim the dream."

Though most early childhood specialists see the movement toward the natural/least restrictive environment for early childhood special services as positive, that is not always the case. Mary Louise Hemmeter, professor at the University of Kentucky and past president of CEC's Division for Early Childhood (DEC), warns that misinterpretation of natural setting may prevent a continuum of services for young children with disabilities. For instance, children would be unable to take advantage of some beneficial segregated programs, such as United Cerebral Palsy programs.

Routine-Based Interventions

Another innovation in early childhood education is the movement to imbed special education instruction and interventions into the child's daily routine, called activity-based or routine-based interventions. Thus, rather than having special education or therapy occurring as isolated events, the instruction is integrated into the child's normal activities, such as eating, dressing, or playing.

The special educator's or early interventionist's role in routine-based interventions also diverges from that of the traditional early childhood educator. Rather than working directly with the child, the service provider often acts as a consultant with the child's primary caregiver or teacher. In fact, in routine-based intervention, all of the intervention occurs between visits, not during the visit, according to Robin McWilliam, professor at the University of North Carolina, Chapel Hill. While the therapist may demonstrate particular techniques, the larger part of his or her job is to talk with the caregiver and develop strategies the caregiver or parent can use as part of the child's daily routine. This restructuring of intervention is necessary, says McWilliam, because children then get hundreds of minute's instruction a week vs. 30 or 60 minutes. The increased intensity of instruction is crucial, because young children can't generalize, McWilliam says.

A second aspect of the new role for early childhood service providers is to allow the child to initiate the interaction, according to Carl Dunst, research scientist at the Orelena Hawks Puckett Institute in Asheville, N.C., and Mary Beth Bruder, professor at the University of Connecticut. Using the child's preferences and interests, the practitioner waits until a child initiates an activity then introduces new activities and materials to advance the child's learning. Again, this type of intervention puts learning in a context the child can understand and relate to.

While routine-based interventions show great promise, it is difficult to get some special educators and caregivers

Continues on page 15

Get the Latest Information on School Safety from the Online Summit

CEC President William Bogdan and other education leaders played a key role in a recent School Safety Online Summit. The Summit addressed three facets of school discipline.

The Role of Tolerance and Diversity in Safe School Environments — Explored ways schools can create more tolerant learning environments for students from diverse backgrounds and with differing personal styles.

Aggression and Boys — Raised issues about why certain boys act out violently and how society can communicate better with these boys.

Staying Safe at School — Discussed ways students can stay safe at school, particularly when faced with harassment, drugs, gangs, and guns.

Bogdan presented CEC's positions on discipline as well as effective interventions and special considerations that need to be examined when working with students with exceptionalities.

Read what summit leaders and participants discussed at **http://familyeducation.com/safety**.

**The School Safety Online Summit was hosted by the Family Education Network.*

In Memoriam

CEC is saddened to notify you of the death of William E. Johnson. Johnson had an outstanding career in special education. In 1956 he introduced one of the first school-district-run special education programs in Missouri, and he helped develop policies and curricula for special education programs throughout the nation. In addition, Johnson served as director of pupil services for the North Kansas City Public Schools for 35 years. He was also a significant member of CEC, serving as president in 1980-1981, president of CASE, and president of the Missouri Federation.

CEC will miss this prominent and visionary leader of the field and the organization.

Get the Training You Need to Stay Ahead of the Curve!

CEC brings in the experts to provide continuing education on cutting-edge issues. Don't miss these dynamic professional development opportunities presented in some of CEC's newest delivery options — via telephone and the Internet.

Institute on Disproportionate Representation: Assessment and Placement of Students

This 1-day institute in San Antonio, Texas, follows the CEDS conference. It will address one of the most complex and pressing issues in the field today — practices in assessment and placement of students who are culturally and/or linguistically diverse. Participants will gain a greater understanding of the issues, techniques, and testing instruments available to address the problem. Questions for the presenters can be submitted in advance via the CEC Web site.

Date: November 7, 1999
Format: Institute
Presenters: James Patton, College of William and Mary, and Alba Ortiz, University of Texas at Austin

Adapting Curricular Materials for the Inclusive Classroom

Teachers, curriculum specialists, and inservice trainers will learn techniques to adapt materials for students with disabilities. The adaptations represent best or promising practices, and the presentation is teacher-friendly.

Participants can submit questions in advance via the CEC Web site or ask questions during the seminar. The 2-hour telephone seminar will be enhanced with Web displays, and will be based on the 3-volume ERIC/OSEP mini-library, *Adapting Curricular Materials*, recently published by CEC. The registration fee includes a copy of the mini-library, which participants will receive prior to the teleconference.

Date: December 7, 1999
Format: Telephone Seminar
Presenter: Janis Bulgren, Associate Scientist, Center for Research on Learning, University of Kansas

Choosing Your IEP Software

Teachers and administrators will learn vital criteria to evaluate and select software from experts at the Johns Hopkins Center for Technology in Education. This will be followed by demonstrations of IEP software packages CEC has evaluated and is offering to our members.

Participants will have the opportunity to submit questions in advance via the CEC Web site or call with questions during the broadcast.

Date: January 2000
Format: Satellite Broadcast
Presenters: Sarah McPherson and Cathy Rosensteel, Center for Technology in Education, Johns Hopkins University

Conducting Functional Behavior Assessments and Developing Behavior Intervention Plans

These up-to-date techniques address important requirements of IDEA '97 and offer effective methods to address discipline and behavior management. Participants will learn procedures and techniques to conduct functional behavioral assessments and develop behavior intervention plans that can bring positive changes in student behavior.

Date: February 17, 2000
Format: Web-Based Training
Presenters: C. Michael Nelson, Terrance M. Scott, Kristine Jolivette, and Carl J. Liaupsin, University of Kentucky

For More Information ...

To register or to see the latest information, see the CEC Web site, www.cec.sped.org, call 888/CEC-SPED, or e-mail: conteduc@cec.sped.org. □

Our Students Want Us to Teach Them How to Learn!

Students are begging for instruction that will help them learn independently and from text, according to a study in the fall 1999 issue of *Exceptional Children (EC)* by Janette Klingner and Sharon Vaughn. Students also need adaptations that clarify information for content and assignments, said the study.

These and other insights into student needs and wants pave the way for teachers to provide more effective instruction for students with and without disabilities. Following is a summary of additional student opinions on learning in inclusive classes.

Instruction

- Most students do not see instructional adaptations and accommodations for students with disabilities as a problem. In fact, most students believe the adaptations and accommodations could facilitate their own learning.
- In general, students find textbook learning difficult and boring. However, they indicated that they learned a great deal from reading and answering questions.
- Students like activity-based instruction and want a balance between text and activity learning.
- Students want teachers to be clear about the types of adaptations and accommodations they intend to make and for which students.
- Students prefer learning in small groups and pairs, However, they prefer same-ability grouping in some conditions (e.g., when students have great difficulty reading).
- Lower- and higher-achieving students value opportunities to help others and appreciate it when teachers place different students in the role of helper.
- Students with and without disabilities value teachers who slow instruction down when needed, explain concepts and assignments clearly, and teach the same material in different ways so that everyone will learn.

Grading

- Students want everyone to be treated the same but recognize that students have different learning needs.
- Students with learning disabilities want to be involved in the same activities, read the same books, have the same homework, be judged with the same grading criteria, and be part of the same groups as their classmates. Their non-disabled peers agree.

For the entire study, see the fall *EC*, Vol. 66, No. 1, pg. 23-35. □

Learn About Special Education from World Experts!

The Special Education World Congress, which precedes and merges with the CEC convention in Vancouver, B.C., will feature 80 presenters from non-U.S. countries and ethnic communities — as well as U.S. leaders with overseas experience.

Their sessions will cover a wide range of topics, such as assessment, diversity, dropout prevention, early intervention, global partnerships, inclusion, learning styles, paraeducators, families, professional development, policy issues, program evaluation and accountability, reading, school reform, technology, transition, and innovative instructional strategies.

At least 29 sessions will report findings of research investigations. Also featured will be in-depth discussions of special education delivery and personnel preparation in foreign locales.

Opportunities for person-to-person exchange and small-group discussion are built into this fascinating meeting of leaders from around the world. See the CEC and DISES Web sites, www.cec.sped.org, and *CEC Today* for continuing updates. □

NCPSE Revises Its Web Site to Better Serve You

www.special-ed-careers.org

The National Clearinghouse for Professions in Special Education recently revised both the look and content of its Web site — www.special-ed-careers.org — to make it easier for viewers to find the information they need quickly and easily. As a result, the NCPSE site now features the following special sections.

The Career Choices Portal — This section is for those seeking information about careers in special education. Visitors will find information on a wide range of special education and related services careers, including personal interviews with practitioners in the field and links to other relevant pages and sites.

Featured Professional of the Month — A brand new addition to the NCPSE site, the Featured Professional of the Month page recognizes the professionals that educate children and youth with disabilities. NCPSE will feature educators, paraeducators, and administrators serving persons with disabilities.

Educator Resources — Practitioners in the classroom can find a wealth of information on the Educator Resources page, such as employment opportunities in one's profession, state licensure requirements, licensing agencies, state directors of special education, and links to other professional resources.

Management and Research — Administrators, local and state education agencies, policy makers, parents and researchers will find this section invaluable. Visitors will have access to NCPSE's information and statistics databases, as well as information on the supply of and demand for special education and related services personnel, institutions of higher education preparing special educators, best practices in recruitment and retention of qualified personnel, and much more.

Visit the NCPSE site at www.special-ed-careers.org. You'll find valuable information you can use!

An Unbeatable Combination — CEC's Outstanding Students

Yes I Can Awards

Every year at CEC's annual convention, we meet some of the most inspiring people you would ever want to know. These individuals have gone far beyond the norm as contributing members of their community, they have reached the height of scholarship, and they have set new milestones in artistic and athletic achievement, among other outstanding accomplishments.

However, these individuals are not those we usually see extolled in the news. These individuals are our students — students who have succeeded despite their disabilities. *CEC Today* would like to introduce you to a few of these remarkable children and youth who have received the Foundation for Exceptional Children's (FEC's) prestigious Yes! I Can award.

Lindsey Fairbanks
Lyndsey Fairbanks, 10, will let nothing get in her way — including Cerebral Palsy. A top student, Lindsey works on grade level with her classmates. She particularly excels in reading and participates in the school-sponsored Accelerated Reading Program. To keep up with her studies, Lindsey learned to type with her feet and toes to complete classroom assignments.

Adam Spenner

Adam Spenner, 14, has used his own experience to reach out to others. Once confined to his home, Adam learned to navigate a school setting with a wheelchair and use the computer he utilized in homebound instruction at school. Not content to rest there, Adam is now a staff reporter for *World Monthly Magazine* and has formed his own Web page to raise money for equipment for students who are homebound.

Ian Adams
Despite a visual impairment, Ian Adams, 16, is an artist. He works in all types of media, from pencil and paper to three-dimensional structures, cartoons, and computer drawings. He has received an Honorable Recognition for his work and 1st place in the crafts category of the 14th Congressional District Artistic Discovery Contest.

Ian Adams (top) and Tyler Emmett (bottom) get autographs from Denver Broncos Lineman and Yes I Can Awards Presenter Neil Smith

Tyler Emmett
Tyler Emmett, 17, is a young man who makes and breaks records. A competitive swimmer, Tyler broke his first world record at 16 and recently broke two world records at the Senior Provincial Championships in Ontario. In addition, he competed at the first World Blind Sports Championships in Madrid, Spain, and at the Canada Summer Games in Manitoba.

Eric Dilzell
Eric Dilzell, 8, is a performer. When his school instituted a drama club, he was one of the first to sign up. By using a Delta Talker, he communicates and participates in all drama club activities, including the club's Thanksgiving performance. Through the drama club, Eric has become more independent, and he now initiates conversations with his friends and classmates.

Jamie Lyn Walker
As the Youth Co-chair of the Georgia Alcohol Policy Partnership, Jamie Lyn Walker, 17, leads the war against underage drinking in Georgia. Her team worked with the office of U.S. Senator Paul Coverdell to develop drug policy recommendations. Jamie also served on the planning committee for the 1997 PRIDE World Conference and helped an elementary school journalism club publish its newspaper. □

Nominate an Outstanding Student

Do you know a student with a disability who has excelled? Then nominate him or her for a Yes I Can award! Through its Yes I Can awards, FEC honors 35 students with disabilities for their accomplishments in academics, arts, athletics, community service, employment, extracurricula activities, or independent living skills.

Nominees must be 2-21 years of age. **Deadline: January 7, 2000.** For more information, see the CEC Web site, www.cec.sped.org/fd/yicapp.htm or call 703/620-1054.

. . . and Teachers

CEC's Teachers of the Year

Behind each child's educational success is a teacher who wouldn't give up but instead shared his or her skill, understanding, and love to make a difference. Each year CEC honors these outstanding teachers at the Teacher of the Year Luncheon during CEC's annual convention. Following are some of our past honorees.

Teresa Pilson
North Carolina Federation

Many teachers are known for going the extra mile for their students. But Teresa Pilson is known for going the second mile — and beyond. Under her guidance, parents, teachers, and others came together to create the Knightingales, a singing group of children with developmental delays. The Knightingales performed across the nation and ended their season at the Kennedy Center as part of the National Very Special Arts Festival.

Steve Syrett
Minnesota Federation

In his 24 years in special education, Steve Syrett's energy and caring has touched the lives of thousands of young people when they most needed a helping hand. Syrett occupies one of the most difficult positions in education today, special education teacher for students at-risk. But his determination, compassion, and love never waver. As a result, Syrett reaches these young people where others fail; and his special *and* general education colleagues cannot fail to adopt his optimism and energy.

Mary Platner
Arizona Federation

Mary Platner is known for defying any artificial limits on creativity, instructional methodology, or knowledge to help her students. If she needs an unusual device to help them, she makes it. If she doesn't know about a student's disability, she tracks down an expert — all the way to Mexico — until she learns what she needs to know. Or, if her dog will help a non-verbal student learn to speak through assistive technology, she takes her dog to school. Through Platner's efforts, many of her students with autism are now included in general education classes with minimal support. Her students, their parents, and her colleagues all say one thing about this outstanding teacher, "She's magic!"

Diane Lent
Georgia Federation

Diane Lent begins each day by listening to her students' concerns, and each afternoon she holds a class meeting so her students can discuss what they learned and any problems that may have occurred. She also takes her students into the community for community-based instruction and brings the community — artists, bankers, entertainers, and others — to her classroom. Through her outstanding teaching and inclusion of community members in her students' education, she opens the door to their future.

Mamie Evans
Florida Federation

In addition to her other responsibilities as a teacher, Mamie Evans is the technology specialist at her school. She teaches a bimonthly technology class for the staff, manages the IEP program initiative, and publishes a monthly newsletter keeping staff informed of the latest in technology trends and techniques. Evans has also brought more than $50,000 in grants to her school for programs such as Personal Responsibility, a Functional Reading Grant, Venture Village (where students can learn basic work skills), and Peer Mediation.

Carolyn Singleton
California Federation

Thirteen years ago, Carolyn Singleton developed Tehama County's visual impairment program from scratch. Since that time, she has worked to ensure that professionals and non-professionals gain an understanding and acceptance of students with visual impairments. She has organized numerous inservices for the staff and community to heighten awareness of approaches to use with students with low vision, as well as worked with neighboring counties to ensure her students received appropriate evaluations and services.

Linda Kasko
Saskatchewan Federation

Linda Kasko, special education teacher in Prince Albert, Saskatchewan, is considered a leader and a mentor by other special and general education classroom teachers in her school division. She is always willing to lend her time and expertise to ensure that her colleagues have the information and confidence to work with a particular child or disability. Kasko's enthusiasm never falters, and her successes are reflected in the success of her students. □

Every Child is a Dream Come True

BY WILLIAM K. BOGDAN

As we embark on another year of providing exceptional services for students with unique needs, gifts, and talents, let us reexamine the intent of our work, our vision, and our values. Let us take a moment to reflect on where we have been, where we are today and where we as exceptional educators may be in the years to come.

Special education has celebrated a rich history steeped in service. Pioneers in the field worked tirelessly to create a knowledge base related to the etiology of differences, theory of practice, and standards of performance centered on individualized instruction for children and youth. Over the years, we as a profession created programs that often paralleled an education system built to serve the "typical," the "regular," and the "standard." And in creating that parallel track, disconnections between "our" students and the "regular" students were often experienced.

In the United States, the passage of the Individuals with Disabilities Act forever changed the face of special education. In other countries, we have seen similar legislation lead the way to reform. A challenge to all educators and to society as a whole moves us all to examine not only practice but also our value system. If a child is simply a child, and a child with an exceptionality is simply in need of additional supports in ways not typical to our traditions, should that child not have every right to succeed, to belong, and to be welcomed into his or her community?

Today, we are asking ourselves and each other to analyze not only our practices but also our beliefs about what we are as a people. Are all children and youth truly valued? Are any students expendable? And if none are, should not all students be held to the same high standards of excellence? If these questions are appropriate, is simple tolerance of our diversity enough? And if tolerance is not enough, then should not tolerance be replaced by a true celebration of our diversity? If we embrace our diversity, then we must ask if our practices follow our form.

If ALL students are held to higher levels of performance by raising the bar of performance for all, then we too must also raise that same bar for ourselves. Let us think about our recent history and our emerging practices. By seeing many special educators lead the reform movement within our schools by modeling effective collaboration, strong alliances with fellow educators, families and other support colleagues will be forged.

Special educators are coaching and facilitating change in dramatic ways to improve educational outcomes for all students, not only for those with exceptional needs. A better understanding of the general education curriculum is manifested in improved instruction. The necessity for accountability is driving outcome performance measures. And through our expansive growth and improvement, students and communities are being brought closer together so that all students may reach their full potential.

So, what are the challenges and opportunities special educators must accept for the years to come? The highest expectations must be held for all students, families and professionals alike. If we make our expectations explicit and build the capacity to stretch our students as well as ourselves, will not students, regardless of their talents and unique needs, truly reach their full potential? And if we critically measure our success by measuring our students' outcomes, will we not have met our challenge?

We have a wonderful opportunity to forge new partnerships, create new practices and establish a standard of excellence that will be surpassed by none. By accepting that each student is a dream waiting to come true, then we must also accept the responsibility to lead, advocate, support, build partnerships, and celebrate each life as our hope and our future. This is true success! □

William Bogdan is the 1999-2000 CEC President and assistant superintendent of the Hamilton County Educational Service Center in Cincinnati, Ohio.

You've Got Mail!

Are you on line? CEC's federations, chapters, divisions, subdivisions, and student associations are increasing their use of e-mail to communicate with their members. If CEC does not have your e-mail address, or if your address has changed, let CEC know at service@cec.sped.org. Please give us your name, member identification number, and e-mail address.

Thank You!

CEC wishes to thank the following companies for their support of CEC activities.

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Transition, *from page 7*

vices for career planning and more on its general career center, which has access to computerized job banks on the Internet and other career-planning "goodies."

• **A Packet of Materials** — A packet containing the student's latest assessments — not older than three years, says Leuchovius — the last IEP, and transition form. In fact, the Nixa, Mo., school district regives IQ and other tests so that colleges have the most up-to-date information, said Chasteen.

No matter what road students take after they finish school, self-determination skills will be the guiding force to help students achieve successful, independent adult lives. □

Early Childhood, *from page 9*

to put more of the responsibility for hands-on intervention into the caregivers' hands. Likewise, special educators and caregivers can have trouble being less directive and more responsive when working with young children.

Behavioral Interventions

One of the biggest breakthroughs in early childhood special education is in the area of behavior disorders. Even very young children can show signs of extreme negative behavior, such as severe and prolonged tantrums, continual opposition to adults' requests and commands, and physical aggression toward parents or others. Studies have shown that "early appearing behavior problems in a child's preschool career are the single best predictor of delinquency in adolescence, gang membership, and adult incarceration."

Fortunately, these behaviors can be changed. The Regional Intervention Program (RIP) has shown that effective interventions with preschool children not only reduced undesirable behavior at the time but throughout the children's school careers. Of the 40 adults who received intervention for aggressive behavior as young children, not one engaged in aggression toward parents, peers, or teachers after the intervention, according to Phil Strain, professor at the University of Colorado. Also, all but one completed high school and a large fraction went on to college and graduate school.

The heart of the RIP program is two-fold — changing the interactions between parents and their child and parent-to-parent support, says Strain. The parents are taught to withhold their attention until their child is engaging in positive, developmentally appropriate activities.

While this may sound simple, it is not easy for parents to withhold their attention when their child is hitting or screaming. That is where other parents who have been through the process come in. They help the parent refrain from interfering in the child's actions, and they are there to say "there is light at the end of the tunnel."

The interventions used by RIP are often effective within a few months, says Strain, and the child's behavior has often turned around by the first grade.

Early childhood behavior disorders are also receiving more attention from the mental health field. Some children can show signs of depression or anxiety at age two or three, according to Brault.

"We need to be aware of the combination and complex nature of things contributing to challenging behavior," she said. "We must be more willing to look across disciplines for effective approaches."

Family Service Coordination

Another boost for early childhood special education involves the gains we have made in service coordination. Currently, every child eligible for early intervention can receive family service coordination at no cost. This service coordinates supports for families and children with disabilities, such as physical therapy, occupational therapy, or special instruction. The actual services the child needs may be provided at no cost, on a sliding scale, or paid for by insurance or Medicaid.

Ensuring Our Young Receive Quality Educational Services

With the emphasis on inclusive settings and natural environments for young children with disabilities, one of the major challenges early childhood education must conquer is finding trained professionals to work with these children. Blended programs — pre-professional educational programs that provide training in early childhood education and early childhood special education/intervention — are one answer to the quandary. In the best of these programs, a course will combine information about both specialty areas and provide integrated content. For instance, a course might cover how to set up a preschool classroom as well as define how to make adaptations and have materials for young children with special needs. Also, faculty from both specialty areas would communicate across courses and assign follow-ups from one course to the next, says Vicki Stayton, professor at Western Kentucky University, Bolling Green.

Providing quality instruction for young children is further complicated by the fact that the early childhood education field has few guidelines, and its practitioners are often poorly paid. In fact, in some areas, those who work with young children do not even need to be certified.

However, professional associations are working to change that. DEC, the National Association for the Education of Young Children, and the Association of Teacher Educators have recommended that all individuals who work with young children need to have a core set of knowledge and skills, which include knowledge of typically developing children as well as those who are disabled. Additionally, CEC, DEC, and NCATE are developing certification standards for blended higher education programs for early childhood education practitioners. □

To learn more about early childhood special education, attend the CEDS conference, Nov. 4-6, in San Antonio, Texas. Contact Barbara Latchford, 506/452-6021.

Classified Ad

PUBLISH! Author is seeking Special Education submissions from creative K-12 teachers. Unique, successful lessons and activities that kids love to do and you love to teach! December '99 deadline. We'll help! Guidelines at: **http://www.beinabook.com.**

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CALENDAR OF CEC events

november

November 10-13, 1999
22nd Annual TED Conference, "Balancing Unity and Diversity: Professional Preparation for Changing Educational Environments." Hyatt Regency Suites, Palm Springs, CA. Contact: Thomas Sileo, 808/956-7704 (O), FAX 808/956-3106, e-mail: sileo@hawaii.edu; or Mary Anne Prater, College of Education, University of Hawaii at Manoa, 1776 University Avenue - WA 2-128, Honolulu, HI 96822, e-mail: prater@hawaii.edu.

November 11-12, 1999
Ohio CEC Federation Conference, "Circle of Courage." Columbus Marriott North, Columbus, OH. Contact: Tim Monahan, 440/243-6000 ext 268 (O), FAX 440/234-2309. Presented by Dr. Larry Brendtro and Dr. Martin Brokenleg.

November 11-12, 1999
"West Virginia CEC Federation Conference, "Transcent the Past ... Walk into the Future with WVFCEC." Lakeview Resort, Morgantown, WV. Contact: Kathy Walker, 404 Old Main Dr, Summersville, WV 26651, 304/872-6440 x26 (O), 304/765-3462 (H), FAX 304/872-6442, e-mail: kwalker@access.k12.wv.us.

November 13, 1999
Maryland CEC Federation Conference, "Stress Management." The Harbour School Annapolis, MD. Contact Linda Jacobs, 410/974-4248 (O: M-W-F), 410/944-1212 (O: TU-TH), 410/922-2945 (H), e-mail: drj@toad.net.

November 18-19,1999
Massachusetts CEC Federation Conference, "Blasting into the Millennium." Holidayinn, Worcester, MA. Contact: Susan Gately, 2 Bromfield Ct, Newburyport, MA 01950, 603/897-8578 (O), 978-463-0932 (H), FAX 603/897-4049, e-mail: sgately@rivier.edu.

November 18-20, 1999
The 10th Annual CASE Conference. Sheraton San Marcos, Chandler, AZ. Contact: Jo Thomason, 615 16th Street, NW, Albuquerque, NM 87104, 1-800-585-1753 (O), 505/243-7622 (O), FAX 505/247-4822, e-mail: casecec@aol.com.

November 22-24, 1999
Kentucky CEC Federation Annual Conference, "Partnering for 2000 and Beyond." Galt House East, Louisville, KY. Contact: Bill Porter, 521 Vonda View, Franklin, KY 42134, 502/586-8877, e-mail: bporter@simpson.k12.ky.us.

december

December 7, 1999
Telephone Seminar: Adapting Curricular Materials for the Inclusive Classroom. Contact: CEC Headquarters, 1920 Association Drive, Reston, VA, 20191-1589, 888/232-7733, FAX 703/620-2521, e-mail: conteduc@cec.sped.org, Web: www.cec.sped.org.

December 9-12, 1999
1999 Annual International DEC Conference, "Crossing Boundaries: Visions for the 21st Century." Hilton, Washington, DC. Contact: Lorraine Birks, DEC Conference Office, 3 Church Circle, Suite 194, Annapolis, MD 21401, 410/269-6801, FAX 410/267-0332, e-mail: office@gomeeting.com. Invited speaker: Richard W. Riley, U.S. Secretary for Education.

january

January 20-22, 2000
TAM 2000/Technology Access Conference. Milwaukee, WI. Contact: Penny Reed, Wisconsin Assistive Technology Initiative, 357 N Main St, Amherst, WI 54406, 715/824-6415 (O), FAX 715/824-5323, e-mail: preed@wi-net.com. See the TAM Web site for more information, http://www.tam.uconn.edu.

January 26-28, 2000
CASE Institute 2000, "Emerging Trends in Special Education: Alternative Schooling for Students with Disabilities." Sheraton Sand Key, Clearwater Beach, FL. Contact: Brenda Heiman, 9300 Macallan NE, Albuquerque, NM 87109, 505/848-8726 (O), FAX 505/848-8756, e-mail: heiman@aps.edu.

february

February 3-4, 2000
Georgia CEC Federation Conference. "Exploring Tomorrow Together." Georgia International Convention Center, College Park, GA. Contact: Janet Moody, 340 Morganshire Pl, Dunwoody, GA 30350, 770/277-4498 (O), 770/512-8801 (H), FAX 770/512-7374, e-mail: jbmoody@bellsouth.net.

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Vol. 6 No. 4
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The Debate: Multicategorical vs. Categorical Licensure

Should a special education teacher specialize in a particular disability or should he or she serve as a generalist, one who knows a little about a wide range of disabilities? This question is being debated not only by individuals seeking a degree in special education but also by school districts and states. At this time, the trend toward the "generalist" seems to be winning favor as more and more states are turning to multicategorical licensure of special education teachers. That is, rather than have licenses or certifications for each specific area of disability (learning disabilities, mental retardation, physical disabilities), the state combines several disability categories into one certificate, such as "mild/moderate disabilities."

However, the debate is far from over. Questions abound as to whether or not one type of licensure better meets the needs of students with disabilities, how the categories should be broken down, and which license will best prepare special education teachers to teach in today's classrooms.

The issue is one that deserves serious consideration by special education teachers, school systems, and states/provinces. The license a special education teacher earns not only affects the quality of education students with disabilities will receive and the type of students a teacher will work with — or is prepared to work with — it will also impact the teacher's employability.

School districts and states need to look at license type as they assess the needs of their special education population, funding and

Continues on page 5

What Does CEC's Proposed Governance Restructuring Mean to You?

At the CEC Annual Convention & Expo in Vancouver, B.C., this April, CEC will decide whether or not to change its current governance structure. While this subject may seem far removed from the general membership, in fact, it is not. Under the proposed restructuring, CEC will be able to better meet the needs of its members both professionally and within the organization. The proposed governance structure enables CEC to learn and use member input when advocating for federal policy and local legislation, involve members when developing CEC positions, and give members a direct vote for their leadership.

To help you better understand the restructuring and how it will work, CEC President Bill Bogdan and Chair of the Governmental Relations Committee Pam Gillet developed the following questions and answers on the restructuring.

Why does CEC feel it needs to change its governance structure?

To maintain and strengthen its position as the leading association on special education, CEC needs to be able to respond quickly to issues in the field. Our current governance

Continues on page 9

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State Farm Good Neighbor Award — Barbara Gonci

Gonci Sparks Life into Learning

What does it take to spark a child's learning? How does a teacher compete with television and video games? How can lessons taught today stick with the student for a lifetime? Special Education Teacher Barbara Gonci knows.

"You've got to get excited, jump around the room, and make learning come alive," said Gonci, a 28-year veteran special education teacher at Hialeah Gardens Elementary School in Hialeah, Fla. And "you really have to find out what their button is."

In Gonci's classroom dolphins jump out of science books, fictional characters like Dr. Seuss' *Cat in the Hat* come to life, and people of the past visit students of today.

"You can read things in a book , but when you see, feel, and talk to things, you learn more." Gonci said. "It's more realistic."

Themed Lessons

Gonci prides herself on curriculum-packed theme teaching. Through interactive, hands-on activities, she has transported her students across cultures into various American Indian tribes, to distant lands to explore the wide variety of fauna and flora of the rain forests, and into the exotic and zany pages of Dr. Seuss' classic tales.

Each month Gonci, the "Indian Storyteller," enters the classroom dressed in particular tribal wear ready to tell her tribe's story. Her lessons are rich with first-hand information. She visits reservations where she buys books, listens to music, and talks to tribal members. Out of this research, Gonci teaches her students how to grow corn, fry bread, and make beads. In the process, they learn about agriculture and cooking, as well as patterns, colors, and dexterity. Gonci's students also learn how various tribes use elements from nature in their daily lives. The students make pottery using fire rather than a kiln, and they learn how color dyes are made from natural materials.

Gonci relates the lessons about American Indian tribes to monthly awareness themes. For example, in February she recognizes Black History Month with lessons about how the Seminole tribe took in runaway slaves. Around Thanksgiving, Gonci teaches her students about the tribe from Plymouth, Mass., and in the environmental month of May she tells her students about Chief Seattle's philosophies and teachings and how they are the basis of today's environmental views.

After a 2 1/2-week trip in the Amazon Rain forest and a visit to the rain forests of Costa Rica, Gonci entered her classroom vested in dress from the region. Then her friend, the bat — a plush toy bat — "tells" her students about how bats are getting "a bad rap" and are a very important part of the ecosystem.

During a recent lesson about Dr. Seuss' stories, Gonci brought the stories and characters to life. She and her students ate green eggs and ham after reading the book by the same name and looked at trees in a nearby forest while reading *The Lorax* — a tale about a lovable environmentalist who tries to save the Truffula Forest and its inhabitants from disaster. They also used this lesson to learn spelling and vocabulary. Since Dr. Seuss made up crazy words, Gonci had her students make up crazy words of their own. Through this exercise, they learned how to spell their new words and sound them out.

Gonci's themed lessons make a lasting impact on her students. After Valu-Jet Flight #592 crashed in the Florida Everglades, officials asked area tribes to stay away from the crash site, Gonci remembers. But her students knew their request did not make sense, because "Indians don't go where the spirits are."

Happy Grams

While her lessons have a lasting impact on her students, so, too, do her "Happy Grams." These are little notes that Gonci sends her students' families to tell them about the great things their children are doing in class. Happy Grams usually reflect the theme of the lesson. For example, if the lesson is about Thanksgiving, the note is usually in the shape of a turkey. She also telephones students' parents with good news.

"Johnny made an A on his spelling test today, and I thought you'd like to know," Gonci tells a parent. "Then when I call parents about bad things, they listen to me," Gonci said.

And, when a student does something wonderful in class, he or she gets a pencil decorated with tribal drawings that Gonci has purchased from one of her visits with area tribes. Through positive reinforcement and innovative themed lessons, Gonci crystallizes her students' learning.

The Award

The State Farm Good Neighbor Award for special education was developed in cooperation with The Council for Exceptional Children. Each of the 12 recipients announced throughout the year receives a $5,000 check payable to the educational institution of the recipient's choice, recognition in national publications, and a commemorative plaque at a special ceremony at his or her school. Gonci will give $2,500 to CEC's Foundation for Exceptional Children to send special education students to camp and $2,500 to her school to buy a new computer for her students to use.

CEC congratulates Barbara Gonci on her innovative contributions to the education of exceptional children and youth. □

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Get the IDEA! ... And Stay in the Legislative Loop

CEC is leading two exciting Partnership Projects to help teachers, parents, administrators, policy makers, and others interpret and implement IDEA '97's requirements. These projects promote IDEA '97 through effective instructional practices and collaboration. In addition, the partnerships will observe, analyze, and disseminate information from local school districts serving as Spotlight Implementation Sites. The Projects are funded by the Office of Special Education Programs, U.S. Department of Education.

IDEA '97 for Teachers and Other Direct Service Providers

The Associations of Service Providers Implementing IDEA Reforms in Education Partnership (ASPIIRE) works to help the nation's 3 million educators and related services professionals implement IDEA '97's requirements. Partner organizations collaborate to address member needs, offer and disseminate current information, and create training and leadership opportunities.

ASPIIRE involves many national education and related services associations including the

- American Federation of Teachers.
- American Occupational Therapy Association.
- American Speech-Language-Hearing Association.
- Association for Career and Technical Education.
- CEC Division for Early Childhood.
- National Association of School Psychologists.
- National Education Association.

Also involved are CEC's Technology and Media Division and Council for Children with Behavioral Disorders.

IDEA '97 for Local Administrators

The IDEA Local Implementation by Local Administrators (ILIAD) Partnership increases the knowledge and supports the efforts of local administrators to implement IDEA '97. This partnership provides needed information, ideas, and technical assistance to 7,000 school districts in urban, suburban, and rural areas. Initial topics ILIAD will address include IDEA '97's general requirements, positive behavioral supports, accessing the general education curriculum, and collaboration.

ILIAD's primary partners include the

- American Association of School Administrators.
- Council of Administrators of Special Education.
- Council of the Great City Schools.
- National Alliance of Black School Educators.
- National Association of Elementary School Principals.
- National Association of Secondary School Principals.
- Urban Special Education Leadership Collaborative.

Also involved are CEC's Technology and Media Division, Division for Early Childhood, Council for Children with Behavioral Disorders, and a number of other associations.

Get the Information You Need

At the partnerships' Web site, www.ideapractices.org, you'll find helpful resources on promising instructional practices and successful strategies for general education. Check out

- **IDEA Law** — Learn about the law, new regulations, and relevant court cases.
- **IDEA Depot** — Resources from the partnerships and other organizations. Look for helpful tips and new materials on hot topics.
- **IDEA Partners** — A wealth of information from more than 30 prominent associations.
- **IDEA Central** — A calendar of events, monthly news briefs, on-line features, and more.
- **IDEA Links** — Links to a collection of Web sites containing information about IDEA '97 policies and practices.

Or call the partnerships' toll-free number, **877/CEC-IDEA**, to get the information you need. □

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Advocacy in Action

Proposed Bills Target Professional Development

Congress is currently considering amendments to the largest and most comprehensive K-12 federal education law — the Elementary and Secondary Education Act (ESEA), which was created in 1965. In October, the House passed the Teacher Empowerment Act and the Student Results Act. In addition, Congress is proposing a bill related to ESEA, entitled the "Academic Achievement for All," or the "Straight A's" bill, which will allow states to set specific and measurable performance goals.

The Teacher Empowerment Act

If enacted, the Teacher Empowerment Act, or TEA (H.R. 1995), would empower teachers, improve student achievement through high-quality professional development for teachers, and reauthorize the Reading Excellence Act. In addition, the bill would authorize slightly more than $2 billion a year for block grants for a 5-year cost of approximately $11 billion, according to the Congressional Budget Office (CBO).

The Student Results Act

The "Student Results Act" (H.R. 2) would reauthorize Title I of ESEA, which provides services to disadvantaged students, for fiscal years 2000 through 2004. The bill will also channel approximately $8 billion annually into programs for roughly 10 million disadvantaged students. Specifically, the bill

- Modifies existing accountability provisions to ensure separate subgroups of students as well as students as a whole show increased academic achievement at the state, school district, and school levels.
- Requires school officials to seek the informed consent of parents before placing their children in a bilingual education program funded under Title I.
- Changes the poverty threshold requirement for school-wide program eligibility from 50 percent to 40 percent poverty.
- Requires that within three years of enactment all teachers' aides have completed at least two years of study at a higher education institution, obtained at least an associate's degree, or met rigorous standards of quality established at the local level, including an assessment of their knowledge of math, reading, and writing. In addition, with limited exceptions, the bill freezes the number of teacher aides at their current levels.
- Authorizes a new $20 million public school choice program to provide competitive grants to state and local educational agencies to support programs that promote innovative approaches to public school choice.
- Reauthorizes bilingual education programs.
- Continues gender equity standards.
- Provides limited civil litigation immunity for teachers, principals, local school board members, superintendents, and other education professionals who engage in reasonable actions to maintain school discipline.

The CBO estimates that, assuming an appropriation of authorized amounts, the Students Results Act will increase federal outlays by $55 million in the first year and by $27.7 billion over the 5-year period.

The Straight A's Bill

Although not officially a part of ESEA reauthorization, the House recently passed a related bill entitled the "Academic Achievement for All" or Straight "A"s Act (H.R. 2300). The bill gives up to 10 states the option of submitting a charter proposal to the U.S. Department of Education to set specific and measurable performance goals to be reached over a 5-year period. Under the measure, states can use any of their regular federal K-12 formula program funds to meet state education priorities and programs. Therefore, states may opt out of federal regulations that restrict how they may use federal funds in exchange for being held accountable for meeting their stated academic goals.

In addition, states that participate will be free to combine federal funds from multiple programs to more effectively address the needs of students. Eligible programs include Education of Disadvantaged Students, the Eisenhower Professional Development Program, the Technology Literacy Challenge Fund, the Safe and Drug Free Schools Program, the Emergency Immigrant Education Act, McKinney Education Homeless Assistance, the Class Size Reduction Program, and the Perkins Vocational Education. *Programs funded under the Individuals with Disabilities Education Act are not eligible.*

Call for Action

- Stay tuned to the public policy page of the CEC Web site, www.cec.sped.org, for updates.
- Share your thoughts or learn more about how this legislation will impact you by contacting CEC's public policy staff at 888/CEC-SPED ext. 498.
- Contact your congress member at his or her district office within your state.
- Contact your CEC federation or division CAN Coordinator to discuss how these issues may impact you and the field. □

Senate Releases Draft ESEA Proposal

While the House is reauthorizing ESEA in bits and pieces, the Senate intends to consider the ESEA in one shot. Republican Sen. Jim Jeffords of Vermont and chair of the Senate Health, Education, Labor, and Pensions (HELP) Committee, released a draft version of his ESEA proposal in October. Jeffords' draft proposal would increase Title I funding to $10 billion a year and increase a flexible grant fund controlled by states and local education authorities from $375 million to $2.2 billion. It would also establish a new voluntary program for preschool development authorized at $7 billion over five years. Another program designed to help public schools provide continuing education and other services would be authorized at $800 million, up from $20 million.

resources, and ability to attract highly qualified teachers.

"The issue of multicategorical versus categorical certification is one that deserves serious study," said Nancy D. Safer, CEC's executive director.

The Trend toward Multicategorical Certification

Currently, more than 45 states have some form of multicategorical framework to credential special education teachers, according to the *NASDTEC Manual, 1998-1999*, from the National Association of State Directors of Teacher Education and Certification. However, some states continue to offer categorical licensures as well. For example, Virginia has categorical licensure for learning disabilities, mental retardation, emotionally disturbed, hearing impaired, and visually impaired, as well as one license for "severely/profoundly disabled" that combines several disability categories.

While the license titles and the categories of students included in the multicategorical frameworks differ, the trend has been toward two major licensing categories: special education teachers of students with mild/moderate disabilities and special education teachers of students of severe/profound disabilities.

The Pros

While special education experts present many arguments favoring multicategorical licensure, perhaps the most compelling is that the majority of special education teachers now work in settings that include students with a variety of disabilities. Indeed, finding a class of students who have just one disability type is rare.

"The reality is we are working with many more diverse kids," said Doug Cheney, professor at the University of Washington and member of CEC Chapter #28. "When you look at special education case loads, one teacher might have students with several different disabilities."

Some special educators also argue that looking at students with disabilities through a mutlicategorical lens allows teachers to focus on what each child needs rather than on his or her disability. Massachusetts is one state that places students in special education based on the amount of services they need rather than their disability. In these situations, where classes may have students with learning disabilities, communication disorders, and mental retardation, teachers base their instructional strategies on each child's individual needs. Plus, the multicategorical approach has the added benefit of doing away with labels, according to Paul Zinni, Title I director for Taunton, Mass., professor at Bridgewater State College, and member of CEC Chapter #143.

"The child's disability category is not the issue," added Rachelle Bruno, professor at Northern Kentucky University and member of CEC Chapter #174. "The issue is, 'Does the child need to be in a pull-out or resource program where everyone is working on language arts?' It doesn't matter what the child's categorical label is."

In addition, many special educators agree that multicategorical licensure works because special education teachers use the same or similar techniques when teaching students with mild to moderate disabilities (most often, students with learning disabilities, mental retardation, and emotional/behavioral problems). In a survey reported in *Teacher Education and Special Education, v 12, n 1*, a majority of special education teachers, special education coordinators, superintendents, and and teacher educators said that teachers usually use the same methods with these groups of students. All four groups further agreed that the characteristics of students with mild learning disabilities, mild emotional disturbance, and educable mental retardation overlap.

Teachers who have multicategorical licensure also are often seen as an asset to school districts. Those teachers who have a foundation in many types of disabilities can teach students with various disabilities, as well as serve in classes that serve students with differning special needs. They can also talk to an IEP team about all the different areas in which a child may need services and pull together goals and objectives for the child, says Cheney. These factors also increase a special education teacher's employability.

The Cons

Though the field of special education may be turning to multicategorical licensure, many special educators fear the trend may prevent students with disabilities from receiving appropriate educational instruction. While special education teachers who graduate with amulticategorical license have a breadth of knowledge about disabilities, they often do not have the depth they need for some categories, says Cheney. For example, special education teachers working with students with emotional disturbance should know a number of competencies in social and emotional development, as well as knowledge of counseling, crisis intervention, physical/aggressive behavior, and interagency coordination — many of which would not be covered in multicategorical licensure programs, he explained.

Other special educators contend that it is impossible for one individual to learn all he or she needs to know about any particular disability in a 4-5 year multicategorical program.

"How can a teacher be trained to teach all the different disabilities and understand them?" asked Gale Naquin, project director at the University of New Orleans and Louisiana CEC Federation president. "They don't do that in the medical field. Special education teachers are generalists and we have no specialists."

Some special educators further argue that embracing multicategorical licensure is a step backwards at a time when knowledge of the various disabilities and instructional strategies is exploding. New research is refining what we know about each disability category, dispensing a plethora of knowledge about which instructional techniques are most effective for particular disabilities, and providing guidance as to methodologies for reading, writing,

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Student CEC Members — Start a CEC High School Club

Student CEC members can help their high school alma maters and other high schools in their communities start a CEC Club. These clubs give high school students a chance to be involved in community efforts on behalf of exceptional children.

In addition to helping high school students learn about special education, CEC clubs bridge gaps between general and special education communities by changing stereotyped perceptions and fostering friendships that last a lifetime.

Some CEC Club activities include

Community Service — Club members can inform the community of the Americans with Disabilities Act or support efforts to make restaurants, parks, entertainment facilities, and city buildings more accessible to all citizens.

Peer Partnering/Tutoring — General and special education students can build friendships by learning and working together.

Public Awareness — Club members can plan and implement projects and activities, such as Exceptional Children's Week, that create public awareness and enhance the image of special education. In addition, learning about individuals with exceptionalities and making and supporting friends with disabilities all help create advocates who value the abilities and diversity of their peers.

How to Start a Club

For more information, including a CEC Club Organizational Kit, contact Cheryl Racey at CEC Headquarters toll free at 888/CEC-SPED ext. 432 or cherylr@cec.sped.org.

Attention —

Candidates for the Student CEC Executive Committee

The new deadline for submitting Petition Packets for the Student CEC Executive Committee is Feb. 1, 2000.

Advocacy Is Important to Students Too!

BY KRISTEN WALLITSCH

Take a moment to think about one special child who has had an impact on your life. This child may or may not have been the reason that special education issues are important to you, but he or she made a difference. Now it is time for you to return the favor.

CEC provides opportunities for student CEC members to take an active role in advocating for children with special needs, because public policies — and people who advocate for them — are vital to the future of exceptional children.

Creating public policy includes decisions affecting smaller case loads, less paperwork, and the amount of money our schools will receive. These decisions affect children — and us as well. Therefore, it is vital that we have a say in the decisions that are made. We can do this by being a part of CEC's Children and Youth Action Network (CAN).

CHILDREN AND YOUTH are a common thread throughout CEC. They are the ones we are here to serve and for whom we work to provide a better life. Our ACTIONs must reflect the beliefs that we hold on special education issues. NETWORKing is a system in which we make connections with people. Through these connections our beliefs become known to all.

If you put all this together — the love of children, showing it in action, and relaying the message to others through networking — you come up with advocacy.

Why Should I Get Involved in CAN?

CEC's CAN is an important part of CEC, because it provides members with opportunities to make changes — changes that improve the lives of children with exceptionalities. And, it provides members with opportunities to provide better working conditions for those who serve exceptional children.

Some people are afraid to get involved because they feel that issues that deal with the government are over their head. CAN will help you understand these issues. CAN also helps people get hands-on experience in learning how to relay their message to their representatives. Getting involved in CAN also will help you become knowledgeable about federal and state issues. The more you know, the more you can offer your students, families, and co-workers.

How Can I Get Involved?

Federation and chapter CAN coordinators as well as the general membership can attend CEC's CAN workshop each summer in Washington D.C. This workshop gives attendees a chance to use the information they learn. Workshop participants are briefed on the issues and then given the opportunity to visit Capitol Hill to meet with their state representatives.

In addition, becoming involved in CAN means you will be put on your CAN coordinator's mailing list to receive updates on happenings in Congress. If you do not have a CAN coordinator, consider becoming one. What a great way to make a difference!

To learn more about becoming involved in CAN or becoming a CAN coordinator for your chapter or state association, contact

Jenny Weaver
Student CEC President-Elect
jennyscec@yahoo.com
301/797-0896. □

Kristen Wallitsch is a student teacher at Cane Run Elementary School and attends Bellarmine College in Louisville, Ky., where she is a member of CEC Chapter #605. She is also vice-president of communications for Student CEC.

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Canadians Speak Out on Special Education Teaching Conditions

Like their U.S. counterparts, CEC's Canadian members are expressing concern over special education teaching conditions. Overwhelming paperwork, increased caseloads/class sizes, and inadequate time for planning and collaboration were a few of the issues our Canadian colleagues said impeded quality teaching. A summary of the Canadian responses to CEC's Web survey follows.

Demographics

- The 92 respondents included resource teachers (51), classroom teachers (26), principals (2), directors (2), consultants (2), and learning assistants (9).
- Geographical areas represented include British Columbia, Manitoba, New Brunswick, Ontario, and Saskatchewan.
- Respondents ranged from less than 1 year to 33 years in the field, with the average number being 13 years.

Caseload and Class Size

- Caseloads ranged from 2 to 200 students. The average caseload was 30 students. The average recommended caseload was 19 students.
- Caseloads have increased in size, age spread, and severity of disability.
- Class size ranged from 4 to 89 students. The average class size was 9 students. The average recommended class size was 9 students.
- The number of children with behavior disorders has increased.

Planning and Teaching Time

- 76 respondents said they did not have enough time to spend with each individual student; 11 said the time was adequate.

Individual Education Programs

- IEPs ranged from 1 page to 22 pages, with the average length of an IEP being 6 pages.
- Many respondents reported they spent 5-15 hours a week completing IEPs.

Purpose of the IEP

Notwithstanding the respondent who said IEPs were "to drive the resource teacher crazy with unrealistic time lines," respondents said the purpose of the IEP was to

- Provide accountability to students and parents, as well as show the rationale and methods for instruction.
- Provide direction for teaching and guide instruction for students and personnel.
- Serve as legal protection and justify funding and government initiatives.

Improving the IEP

While respondents offered many suggestions to improve the IEP, those that were repeated most often were

- IEPs should have consistency across divisions.
- IEPs should be broken down into the same categories as the Ministry report card.
- Time should be allotted for special educators to team with high school general education teachers.
- Professional development on the IEP and its importance should be made available to general education teachers.
- User-friendly software for IEPs should be made available.
- IEPs should be made more instructionally relevant and provide a "total" program for all areas in which a child has a disability.
- A computerized database should be available so that previous year's information can be easily updated.
- Learning goals should be prioritized, and all teachers who work with a child should meet regularly to evaluate what is working.

Other Paperwork Responsibilities

Respondents reported a wide variety of paperwork responsibilities, including case conference reports, anecdotal reports, district office reports, home-

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Diversity —

Wanted: Promising Programs that Address Disproportionality

Statistics show students from diverse backgrounds are disproportionately placed in special education programs. To face this challenge, CEC is seeking information about schools, school districts, teams, or projects that hold promise of ensuring that each child referred to special education goes through a process that results in his or her receiving an appropriate education in the least restrictive environment.

If you are involved in or know of such a program or would like more information, contact CEC Headquarters as listed below.

CEC Will Showcase Successful Diversity Practices

CEC is planning a series of 2-day institutes on diversity issues for various regional areas. These institutes will showcase promising practices that positively impact the education of students from diverse backgrounds. The institutes will also explore school systems that interact with students who have problems with the system. General education teachers, administrators, special education teachers, and assessment personnel are all encouraged to participate. For more information contact Kayte Fearn, kaytef@cec.sped.org or 888/CEC-SPED ext. 450

Mark Your Calendars!

The 2000 CEC Multicultural Symposium will be held October 11 - 13, 2000, in Albuquerque, N.M. The symposium promises to be a dynamic event packed with highly informative sessions. Attendees will learn the latest strategies educators can use to reduce the disproportionate representation of students from culturally and linguistically diverse backgrounds in special education and gifted programs. For more information, call 888/CEC-SPED or service@cec.sped.org.

Contact CEC Headquarters

For more information about any upcoming CEC diversity activities, contact Special Assistant for Diversity Affairs Kayte Fearn at 703/264-9450, kaytef@cec.sped.org, fax: 703/620-4334, or mail: CEC, 1920 Association Dr., Reston, VA 20191-1589.

Division Focus

CASE
The Council of Administrators of Special Education

Plans are being finalized for the CASE Institute scheduled for Jan. 26-28, 2000, in Clearwater Beach, Fla. Under the direction of CASE Professional Development Chair Brenda Helman, the topic for this year's Institute is *Educational Alternatives and Special Education.* National and state policy implementation, state standards, assessment, and access to the general curriculum will be discussed in relation to their application in charter, private, and alternative schools. Discipline issues as they relate to alternative placements will also be discussed.

Presenters on charter schools will be Pat Anthony, principal of the Cape Cod Lighthouse Charter School in Orleans, Mass., and Tom Fiore, who is completing a project in conjunction with the U.S. Education Department on policy issues in charter schools. Larry Searcy from the Center for Law and Education in Washington, D.C., has done extensive research on vouchers and voucher systems. Tom Jeschke, director of Student and Family Services for the Des Moines Public Schools in Iowa, has worked closely with his community to develop programs allowing the district to remove dangerous students from traditional schools while providing appropriate educational opportunities.

CASE President Elect Bev McCoun has been working with her committee to develop a complete professional program for administrators for the CASE strand at the CEC convention in Vancouver, B.C. Members are urged to watch for the January/February issue of *In CASE* for a complete listing of convention sessions and activities!

CCBD
The Council for Children with Behavioral Disorders

CCBD is sponsoring a forum, *Positive Academic and Behavioral Supports: Creating Safe, Effective, and Nurturing Schools for ALL Students*, in Norfolk, Va., Feb. 18-19, 2000. For information contact Lyndal Bullock, 940/565-3583 or bullock@tac.coe.unt.edu.

CCBD has a new Web site! Visit us at www.ccbd.net.

Jim Kauffman and Rick Brigham, both of the University of Virginia, are the new editors of *Behavioral Disorders.* Martha Coutinho and Maureen Conroy are the editors of the forum section of *Behavioral Disorders.*

The new CCBD Mini-Library series from the fall 1999 International Council for Children with Behavioral Disorders Conference is now available! Titled *Successful Interventions for the 21st Century: A CCBD Mini-Library Series,* it can be purchased from CEC for $50.40 (CEC members) or $72.00 (non-members).

CEC-PD
The Pioneers Division

The Pioneers will host their dinner meeting on Saturday, April 8, 2000, at the Terminal City Club in Vancouver, B.C. The business meeting will begin at 5:00 p.m., with dinner at 6:00 p.m. Watch for a reservation form in the next *Pioneers Press.* A fun evening will be had by all those who attend. President Elect Andy Berg is coordinating the event.

The Pioneers will also host a special convention session chaired by June Robinson called "Two Turning Points" with Fred Weintraub and Parthenia Cogdell. And, be sure to attend the Showcase Session, which is a tribute to Earl Campbell.

Leo Cain was the recipient of the 1999 Romaine P. Mackie Leadership Award. Nominations are now open for the 2000 Award and can be made to Pioneers Awards Chair Bob Fuchigami, 442 Garfield Park Ave., Santa Rosa, CA 95409.

Nominations are now open for vice-president, secretary, and U.S. member-at-large. Send your nominations to Mary Jean Lambert, 1830 E.Fairway Dr., #15, Orange, CA 92866-3318.

Pioneers are saddened by the death of William Johnson, former CEC President and the Pioneers Registered Agent.

Want to be part of the Pioneers e-mail network? Send an e-mail to Bev Johns at bevjohns@juno.com

DEC
The Division for Early Childhood

The DEC conference in Washington, D.C., this December was our most successful yet. The conference covered such topics as resilience in children and families, siblings of young children with disabilities, guidelines for authors and reviewers of the *Journal of Early Intervention*, and outcomes and program indicators for documenting progress of preschool children. This year, there was a session geared especially toward graduate students and junior researchers on how to be a "good consumer" of research.

Other research sessions included a 4-hour methodology workshop, "Longitudinal Research in Early Intervention: Rationale, Methods, and Challenges," conducted by Don Bailey and Martie Skinner. This interactive session focused on issues in designing and conducting longitudinal research including study design, measurement issues, strategies for maintaining the sample over time, and the need for long-range planning.

Two crackerbarrel sessions were also presented. The first, conducted by Richard Roberts and colleagues from the Early Intervention Research Institute, presented a participatory action research approach to the evaluation of community-based, family-centered, coordinated service systems. The session was facilitated by community stakeholders and researchers. In addition, Cindy Bernheimer, Linda Brault, and Pam Winton conducted "Parent-Researcher Partnerships: Yes, No, or Maybe?" The three facilitators represented different experiences and perspectives and encouraged the expression of diverse audience viewpoints. Congratulations to our presenters and all who worked on the conference for a great job.

DISES
The Division of International Special Education and Services

To advance the responsiveness of CEC and DISES to researchers and practitioners throughout the world — and facilitate collaboration and exchange of information — DISES has initiated a worldwide network of International Liaisons. The first Directory and Index of Liaisons was distributed by e-mail in October and includes 72 members from 39 countries, provinces, and jurisdictions. The network is expected to grow to include hundreds of teachers, professors, parent leaders, and service providers around the world.

Because the liaisons are described in terms of professional interests, the index groups them under topical categories, such as research, personnel preparation, policy and administration, early intervention, transition, various disability categories, and a large number of other topics. DISES will contact CEC divisions to explore partnerships through which the liaisons might be in communication with divisions that match their interests.

To refer a potential liaison from any non-U.S. location or to discuss a division partnership concerning liaisons, please contact Judy Smith-Davis at judysd@gte.net.

Also, see new information about the Special Education World Congress on page 10.

TED

The Teacher Education Division

TED held its annual conference in Palm Springs, Calif., Nov. 9-13. A major focus of the conference was an examination and discussion of the division's reorganization based on recommendations by outside consultants earlier this year. The Executive Committee and sub-committees met to plan and implement the structural changes designed to streamline the division's operations.

Governance, *from page 1*

structure does not allow us to do that.

Why will CEC be better able to address issues in a more timely fashion under the new governance plan?

CEC will be better able to address issues in a more timely fashion in two ways:

- The new governance structure allows for decisions to be made via electronic or teleconferencing methods, as well as in face-to-face interactions.
- The Board of Directors (BOD) will meet at least three times during the year, and both the BOD and the Representative Assembly (RA) may conduct business at other times during the year by alternative meeting arrangements.

How are CEC members empowered through the governance restructuring?

CEC members are enfranchised in three ways:

- All eligible voting members will elect the president elect and the BOD members-at-large.
- All members are eligible to serve as a unit's representative to the RA and be considered for the Nominations Committee.
- Members may volunteer to serve on the many CEC work groups and issues forums that will be developed through the new governance plan.

If the governance restructuring proposal is approved in April 2000, when will it take effect?

If approved in April 2000, the governance restructuring will take effect on July 1, 2000.

Board of Directors (BOD)

How will members of the BOD be selected?

All members of the BOD except the CEC executive director and the external member will be nominated by the Nominations Committee or become candidates through a petition process. The president elect and members-at-large will be elected by the voting membership, as will those members filling the seat designated from culturally and linguistically diverse groups, Canadians, and an individual from the classroom ranks. The treasurer, student member, and external member will be appointed by the BOD.

What will happen to the current Board of Governors?

The Board of Governors will become a downsized 21-member policy-making administrative body called the Board of Directors.

Why is the new external member position included on the BOD?

The external member will provide an outside perspective, which may relate to association trends, financial and funding opportunities, societal trends affecting education and CEC, and other areas that may assist the BOD in its work.

How will the BOD form work groups and committees?

The proposed Constitution and Bylaws identifies three standing committees: Finance, Nominations, and Elections. The BOD will determine all other standing committees, task forces, ad hoc committees, and work groups.

What body will have authority to pass amendments to the CEC Constitution and Bylaws?

The BOD will pass amendments to the CEC Constitution and Bylaws except for those dealing with the rights and responsibilities of the CEC units. The RA will assume responsibility for approving those amendments.

Executive Committee

Who will comprise the Executive Committee under the new governance structure?

The current Executive Committee will be eliminated, and the BOD will assume its work. The president, president elect, and immediate past president will become members of the BOD. There will no longer be a first vice president.

The current governance structure ensures that teachers, individuals from ethnic and multicultural groups, and Canadians have an opportunity to play a role in CEC leadership through seats on the CEC Executive Committee. Won't the new governance structure curtail those opportunities?

Designated positions on the BOD will ensure that these groups continue to play a role in CEC leadership. In addition, the composition and activities of the Nominations Committee will ensure that members bringing a variety of perspectives are involved in leadership roles.

Officers

Why does CEC need the new position of treasurer on the BOD?

The treasurer serves as the financial officer for the BOD, oversees the work of the Finance Committee, and monitors CEC's financial accountability measures. With the treasurer serving as a CEC officer and as an officer and member of the BOD, clear communications may be maintained between CEC's Chief Financial Officer (headquarters staff member) and the BOD.

Continues on page 11

Post-Holiday Shopping Ideas

The holidays are over, and the dust has settled. Do you still need to get something for that special colleague who has gone the extra mile for you? Or, how about treating yourself to a post-holiday gift? Consider some of the following must-haves.

"You're special to me" pencils (pkg. of 10)
#B5314 ..... $5.50

Notepads with bonus sticky notes
#B5312 ..... $2.50

Thank you note cards (pkg. of 25)
#B810 ..... $7.50

Plain note cards (pkg. of 25)
#B811 ..... $7.50

Brushed steel ball point pens
#B807 ..... $9.50

Tote bags (extra large size!)
#B5315 ..... $17.00

Sweatshirts (large or extra large)
#B848 ..... $25.00

Denim shirts (large or extra large)
#B5316 ..... $25.00

Long-sleeve black tee shirts (large or extra large)
#B852 ..... $22.50

Call 888/232-7733 today to order.

New Online Discussion List for Teachers

The ERIC Clearinghouse on Disabilities and Gifted Education is establishing an online discussion list for K-12 teachers in special and gifted education. The list gives teachers an opportunity to exchange information on the instruction of students with diverse learning needs, including disabilities.

Though the discussion will be teacher-directed, periodically participants can access experts to whom they can address questions, describe classroom situations, and ask for advice.

To subscribe, send an e-mail to spedex-request@lists.cec.sped.org. Leave the subject line blank and write "subscribe" in the body of the message.

CEC Resources Help Parents and Others Who Work with Children with Disabilities

If you are looking for new information on working with and raising a child with disabilities, CEC can help. We have a number of useful products to chose from! *Successfully Parenting Your Baby with Special Needs* is an hour-long video that educates and encourages parents who are expecting or have a baby with special needs. Both parents and experts in pediatrics explain early intervention. The success stories of babies with special needs who are thriving as a result of early intervention offer inspiration and guidance.

The ADD/ADHD Checklist: An Easy Reference for Parents and Teachers and *Taking Charge of ADHD: The Complete Authoritative Guide for Parents* provide the latest information on ADD/ADHD. They also offer suggestions on how to manage ADD/ADHD behavior in everyday situations.

If your child is entering adulthood, check out the following books that can help him or her make a smooth transition to adult life. *Integrating Transition Planning into the IEP Process* (second edition) covers transition planning, self-advocacy, assessment, curriculum for transition, support services, and program evaluation and follow-up. If your child is gifted, *College Planning for Gifted Students* (second edition, revised) helps you and your adolescent examine his or her personal goals, values, and learning styles. It also describes how to get college planning information from the Internet.

To order these or any CEC publications and products, call 888/232-7733. For the complete resource catalog, see our Web site at www.cec.sped.org. □

A Sampler of World Congress Sessions — Coming in April!

More than 120 presentations, roundtables, poster sessions, and keynotes will be offered by the CEC/DISES Special Education World Congress that begins April 4, 2000, in Vancouver, B.C. Here's a small sample of the sessions to be presented by individuals from 80 countries, provinces, and jurisdictions:

- The Building Principal and Inclusion: A Cross-Cultural Research Investigation in Israel.
- Establishing the Cost-Effectiveness of Education Services for Pupils with Special Needs in the United Kingdom.
- Assisting Teachers in South Africa to Deal with Behavior Problems in the Classroom.
- Evaluating Special Education Services for Learners from Ethnically Diverse Groups in New Zealand.
- Practical Empowerment: Creating Early Intervention Resources for Low-Literacy Families in Developing Nations.
- From a Two-Track System Toward Cooperation and a School for All in Flanders, Belgium.
- Neuropsychological Treatment of Primary School Children with Dyslexia in Norway.
- A Curative-Pedagogical School for Students with Severe Mental Retardation (in Tbilisi, Republic of Georgia).
- The Special Education Linkage Project of Cairo University and the University of North Carolina at Chapel Hill.
- Critical Factors in Job Success for Individuals with Physical Disabilities in South Korea.
- A Longitudinal Study of Spatio-Temporal Requirements for Learning Success in Luxembourg.
- Two Models for Preventing Students with Special Needs from Dropping Out of Education in Finland.

Get the latest updates and pre-registration information on the Web at www.cec.sped.org/pd/sewc/sewc.html or call 888/232-7733. □

Governance, *from page 9*

Representative Assembly (RA)

How can action be taken on policy changes within CEC under the new governance plan?

The BOD will approve changes for policy amendments unrelated to units' rights and privileges. The RA will make policy amendments related to units' rights and privileges.

How will representatives be selected?

Federations, branches, divisions, and the student association will each select two members who will serve as the unit's representatives to the RA. Each unit will determine its own selection process for those two positions.

If the unit's selected representative is unable to attend the RA, is an alternate representative allowed to sit?

A unit can assign an alternate if its representative is unable to attend the RA.

What are the RA's major responsibilities?

The RA will have the following duties:

- Identify, discuss, and advise the BOD on positions CEC should take on issues related to special education and related services and to special education as a profession, as well as to examine the impact these issues have on children and youth with exceptional needs and those who serve them.
- Examine key public policy issues and initiatives and advise CEC and the BOD in developing policy, setting direction, and making decisions.
- Inform the BOD, CEC units, and CEC committees about membership issues, concerns, needs, and perspectives on initiatives and activities.
- Act as the forum to examine prospective ideas, strategic directions, activities, policy initiatives, and other issues for CEC.
- Approve amendments to the Articles of Incorporation, the Constitution and Bylaws, and CEC Policies that affect the privileges of any CEC units.
- Elect all members of the Nominations Committee except the immediate past president and the other two BOD members.
- Establish procedures relating to its own membership.
- Conduct awards and recognition activities.
- Remove any member of the BOD for cause by a 2/3 vote of the total RA membership.
- Act on official BOD recommendations.

What will be the relationship between the BOD and the RA?

All members of the BOD will attend the RA as non-voting members. The president and president elect will serve as voting members of the RA. Issues addressed and recommendations made during the RA will be directed to the BOD for possible action. The BOD will be required to report back to the RA their actions on all issues the RA addressed. This "checks and balances" process will promote communication and collaboration between the two governance bodies.

Will the larger federations and divisions lose their influence under the proposed structure?

Each federation, branch, division, and the student association will have equal representation on the RA — two representatives each. However, larger units may still have more influence in the election for president elect and the other members of the BOD, because they will have more members voting in the elections.

Nominations Committee

How is diversity (varied demographics) assured on the Nominations Committee?

The nine Nominations Committee members will represent the broad diversity of CEC. Four of the committee members will represent the perspectives of the classroom ranks, interna-

Continues on page 15

TAKE IT FOR granted

7-Eleven Literacy Program — 7-Eleven Stores is accepting applications under the "People Who Read Achieve" grant program for nationwide literacy initiatives. Deadline: Jan. 14. Eligibility: Nonprofit organizations and government units, including public schools and libraries. Contact: Sharon Neal, Manager, Community Affairs, 7-Eleven Inc., P.O. Box 711, Dallas, Texas 75221; fax-on-demand line: 800/711-1FAX (Documents #904 and #906).

Science and Math Grants — The GTE Foundation will award outstanding math and science teachers who demonstrate an innovative use of technology under its GTE Growth Initiatives for Teachers (GIFT) grant program. Deadline: Jan. 14. Eligibility: Public and private school math and science teachers, grades 7-12, in eligible U.S. states and the District of Columbia. Contact: GTE GIFT Grant Program, 800/315-5010, gift@gte.com, Web: www.gte.com/AboutGTE/community/gte_foundation.

Interactive Education Initiative — The AOL Foundation is seeking proposals under the Interactive Education Initiative, a grant program supporting efforts to integrate technology into learning. Deadline: Jan. 17. Eligibility: Teams involving U.S. K-12 public schools and/or other nonprofit education organizations. Teams may include teachers, administrators, parents, and/or other community representatives. Contact: Interactive Education Initiative, AOL Foundation, 22000 AOL Way, Dulles, Va. 20166; 703/265-1342; fax: 703/265-2135; e-mail: AOLGrants@AOL.com; www.aolfoundation.org/grants/iei.html.

Educational Technology and Media Services for Individuals with Disabilities — The Education Department is inviting applications for media projects to promote the development, demonstration, and use of technology for children with disabilities. Deadline: Feb. 11 for close-captioned sports programs; Feb. 18 for video description. Eligibility: State and local education agencies, higher education institutions, other public agencies, private nonprofit and for-profit organizations. Contact: Grants and Services Team, 202/205-9817 or http://ocfo.ed.gov/fedreg.htm. (CFDA #84.327).

New ERIC Digests on Autism, Early Childhood, and Other Topics

Several new, recently-published ERIC Digests bring you pertinent information on issues you need to know about today! Check the following list for a quick overview of these important information pieces. Call the ERIC Library at 800/328-0272 to request your copy!

Autism (Autism Spectrum Disorder), by Glen Dunlap and Mary-Kay Bunton-Pierce — An introduction to autism, definitions, prevalence, diagnosis, and evaluation. Digest #E583

Teaching Students with Autism, by Glen Dunlap and Lise Fox— Motivation and strategies for successful instruction. Digest #E582

Early Transitions for Children and Families: Transitions from Toddler/Infant Services to Preschool Education, by Marci Hanson — Critical influences on toddlers' transitions and strategies that lead to success. Digest #E581

Critical Behaviors and Strategies for Teaching Culturally Diverse Students based on work by Cathy Kea — Helps teachers work more successfully and fairly in today's diverse classrooms. Digest #E584

Student Groupings for Reading Instruction based on work by Batya Elbaum, Sharon Vaughn, Maire Huighes, Sally Watson Moody, and Jeanne Shay Schumm — Compares the effectiveness of peer tutoring, cross-age tutoring, small learning groups, and combined grouping. Digest #E579

New IDEA '97 Requirements: Factors to Consider in Developing an IEP, by Cynthia Warger — Discusses the six special factors that must be considered by every IEP team and how to address them. Digest #E578

Learning Strategies, by Daniel J. Boudah and Kevin J. O'Neill — Describes the learning strategies curriculum developed at the University of Kansas, which addresses information acquisition, information storage, and demonstration of understanding. Digest #E577

Canada, *from page 7*

school journal, referral forms to assessing agencies, newsletters, Ministry funding forms, letters to doctors, health care plan forms, teacher assistant evaluations, telephone logs, transition referral forms, psychological testing forms, timetables for students and staff, consent for testing forms, documentation of monthly program team meetings, resource team plans/reports/lesson plans, teaching assistant schedules, improvement plans, and incident reports.

Suggestions to Reduce Paperwork

- Build time into the day for teachers to complete paperwork.
- Streamline special education forms and processes.
- Computerize paperwork.
- Provide personnel to assist with paperwork requirements and for "peak" paperwork times.
- Share paperwork with appropriate staff.

Planning and Teaching Time

- The average reported time for planning was five hours a week.
- The majority of respondents said they had no time to collaborate with families and recommended one hour a week for this activity.
- The majority of respondents said 1-2 hours a week was reasonable for collaboration with other educators.

Instructional Material from General Education and Purchases Out of One's Own Pocket

- Most respondents said it was easy to get instructional materials from general education.
- On average, respondents spent $220 of their own money for instructional materials in a year, $435 for professional development, $315 for computer software/hardware, and $117 for other expenditures such as awards for students.

Conflicts in What Others Expect from Special Education Teachers

A majority of respondents experienced little or no conflicts with general educators, principals, parents, or related service providers concerning role expectations. Many of the conflicts cited were of a systemic nature rather than a lack of understanding or unwillingness to work with children with special needs.

Working with Principals

Most respondents rated their principals high in understanding and supporting special education.

Working with Paraeducators

A majority of respondents worked with a paraeducator. Tasks that paraeducators could perform that would be most helpful included providing one-on-one instruction, grading papers, assisting with behavior management, taking lunch count and attendance, copying papers, filing, and contacting parents for IEP meetings. □

CEC honor roll

The special education class of **Donald Casey Jr.**, member of CEC Chapter #58, was awarded an educational grant from the Regional Youth/Adult Substance Project in Bridgeport, Conn., for its Heralding Heroes and Heroines curriculum, through which the students met basketball star Rebecca Lobo.

Herbert Miller, chief administrator of St. Joseph's School for the Blind in Jersey City, N.J., received the William H. English Leadership Award, the highest honor awarded by the American Printing House for the Blind. Miller is a member of the New Jersey CEC Federation.

Do you have Honor Roll news to share about yourself or a fellow CEC member? Write to *CEC Today* Editor, CEC, 1920 Association Drive, Reston, VA, 20191-1589 or e-mail your news to lyndav@cec.sped.org.

Teaching — *A Look at Teachers' Responsibilities Today*

BY KATHLEEN BLAKE

Let me see if I've got this right.
You want me to go into that room with all those kids and fill their every waking moment with a love for learning.

Not only that, I'm to instill a sense of pride in their ethnicity, modify disruptive behavior, and observe them for signs of abuse, drugs, and T-shirt messages.

I am to fight the war on drugs and sexually transmitted diseases, check their backpacks for guns, and raise their self-esteem.

I'm to teach them patriotism, good citizenship, sportsmanship and fair play, how and where to register to vote, how to balance a checkbook, and how to apply for a job, but I am never to ask if they are in this country illegally.

I am to check their heads occasionally for lice, maintain a safe environment, recognize signs of potential antisocial behavior, offer advice, write letters of recommendation for student employment and scholarships, encourage a respect for the diversity of others.

And, oh yeah, teach, always making sure I give the girls in my class 50 percent of my attention.

I'm required by my contract to be working, on my own time, summer and evenings and at my own expense towards certification, advanced certification and a master's degree, to sponsor the cheerleaders or the sophomore class, and after school I am to attend committee and faculty meetings and participate in staff development training to maintain my current certification and employment status.

I am to collect data and maintain all records to support and document our building's progress in the selected state mandated program to "assess and upgrade educational excellence in the public schools."

I am to be a paragon of virtue larger than life, such that my very presence will awe my students into being obedient and respectful of authority.

I am to pledge allegiance to supporting family values, a return to the basics, and my current administration.

I am to incorporate technology into learning but monitor all Web sites for appropriateness while providing a personal one-on-one relationship with each student.

I am to decide who might be potentially dangerous and/or liable to commit crimes in school or who is possibly being abused, and I can be sent to jail for not mentioning these suspicions to those in authority.

I am to communicate frequently with each student's parent by letter, phone, newsletter, and grade card. I'm to do all of this with just a piece of chalk, a computer that's severely outdated, a few books, a bulletin board, a 45-minute or less plan time, and a big smile on a starting salary that qualifies my family for food stamps in many states.

Is that all? □

Kathleen Blake is a member of CEC's Credentials and Elections Standing Committee and chapter #175.

EXTRA *credit*

Resources from the Schwab Foundation for Learning — The Schwab Foundation offers a version of its Web site for Spanish speakers; an Assistive Technology Center through which teachers and students can sample hardware and software; and One-on-One Guidance, a program that connects parents and educators with resource consultants who strive to enhance student success. Contact: Schwab Foundation for Learning, 1650 S. Amphlett Blvd., #300, San Mateo, Calif. 94402-2516; 800/230-0988; www.schwablearning.org.

Help Parents "Get a Grip" on Technology — Technology resource kits offer parents and educators of middle school students (grades 6-8) inspiring stories, practical tips, the latest research, and places to get more information about how technology impacts the way children learn, work, and live. Contact: ParentTech, P.O. Box, 262, Franklin Park, IL 60131; 877/298-7273; parentec@ncrel.org; or see the Web: www.parentech.org.

Educational Web Games for Young Students— At www.alfy.com, teachers and parents can help students participate in interactive, animated educational games that test their reading, math, music, memory, and computer skills. Particular activities include "Spider Count," "Spell a Puzzle," and interactive "Tales," including *Alfy Goes Camping* and *Alfy and the Broken Toy*. The Web site is ideal for students up to age seven, and some games require computers with audio capability.

Advocacy Tips for Parents — The Coordinated Campaign for Learning Disabilities (CCLD) offers useful tips for parents to help them advocate for their children in school. Other CCLD materials include tips on organizational skills, self-esteem, how to choose a tutor, how children learn to read, what to do if you suspect your child has a learning disability, summer reading, homework, and assistive technology. Contact: Micheline Kennedy Carter, CCLD, 1200 New York Avenue, N.W., Suite 300, Washington, D.C. 20005-1754; 202/326-8710.

Advocacy — A Must for Parents of Children with Exceptionalities

BY NANCY MCCORMICK

Exceptional children face a world they did not create for themselves — a world that judges them by curious criteria. One moment educators are telling me how wonderful my son Lukas follows the rules ... now. Then, during the same conference, they tell me how he doesn't talk enough to his classmates. I try to explain to them that while Lukas knows how to "follow the rules," he obeys *all* of the rules *all* of the time, including the classroom policy, "no talking in class." His educators fail to realize that without explicit instruction from the teacher, Lukas doesn't recognize when it may be acceptable to stop following particular rules.

Across the United States, family members want one thing for their children — a certain future. Time after time, families express frustration that despite all the federal laws that drive the educational outcomes for children, school systems are sending out clear signals that some children need to be "removed" from school for an infraction of the rules.

One of the most exasperating school rules is to suspend a child for truancy. How much sense does this make? This rule is further exacerbated by welfare policies in some states. For example, the state of Ohio may withhold a monthly welfare check from my friend Sarah because her son was truant for three days.

Upon hearing these situations I thought, "Sure, it is never simple with a child like Lukas to fit into a classroom "norm," but how much more complicated will it be as he gets older and his peers taunt him because they won't tolerate his exceptional differences? Will Lukas become behaviorally disruptive in response to these situations because he won't be able to handle the social pressure? Will he respond by bringing a weapon to school for protection, not realizing the rules are zero tolerance for weapons?"

Like other parents of children with exceptionalities, I have no choice but to be my child's case manager – and I know I may need to override the system's case manager assigned to Lukas. To do this, I created a portfolio of Lukas' accomplishments at home. The pictures and stories Lukas had written and pictures he had taken were resources teachers appreciated and drew from to support Lukas.

While I find this role exhausting, I find it is necessary if I am to ensure Lukas receives the education to which he is entitled by law. I must fight for Lukas' rights. I must, at times, help educate Lukas' teachers about his disability, his achievements, and his needs. I must act as his primary advocate in a school system that often seems insensitive and uncaring when it comes to the pressures students with disabilities and their families face.

Families with exceptional children have no choice but to continually advocate for our children. Even though we are exhausted, our love for our children keeps us in the "game" each year. And when we see our children move through life a little more easily than we ever could have imagined they would, we family members find the energy to continue regardless of the challenges the education system presents us. □

Nancy McCormick is the executive director of Families First of Alexandria, Inc., Federation of Families for Children's Mental Health in Alexandria, Va.

Speaking Out reflects the opinions of individuals. Your comments are welcome.

Do You Have Something to Say?

Are you dealing with a difficult issue in your classroom? Would you like to express concerns/solutions to the field? If so, send a "Speaking Out" article to *CEC Today* at lyndav@cec.sped.org, fax: 703/620-4334, or mail: *CEC Today*, 1920 Association Drive, Reston, VA 20191.

Articles should be 500-800 words long, include the author's full name and title, and be suitable for CEC's members — audience of teachers, administrators, related services personnel, college students, and teacher educators.

Letter to the Editor

In a "Speaking Out" article in the June/July 1999 *CEC Today*, Mr. David Katim suggested that CEC's professional standards for the preparation of special educators do not adequately address knowledge and skills for teaching literacy for individuals with mental retardation.

As with each set of specialty area knowledge and skills, this set does not stand alone but is in addition to the "Common Core of Knowledge and Skills Essential for All Beginning Special Education Teachers." A careful reading of the common core and the specialty area of mental retardation and developmental disabilities leaves no doubt that knowledge and skill in teaching students with mental retardation and developmental disabilities reading, writing, and communication is critical.

Any CEC member, division, branch, or federation can make recommendations to the CEC Professional Standards and Practice Committee (PSPSC). If Mr. Katim would like to make a recommendation, PSPSC would consider it as it does all recommendations for additions or modifications it receives.

Kathlene S. Shank is chair of the CEC Knowledge and Skills Subcommittee of the Professional Standards & Practice Standing Committee.

Multicategorical, *from page 5*

and math instruction. However, much of this knowledge is lost in a multicategorical licensure program, where courses provide only a foundation of knowledge about particular disabilities.

"We are entering a time when the field is becoming less specific and specialized when other professions are finding the need to develop subspecialties because of the explosion of knowledge," said William Healey, professor at the University of Nevada, Las Vegas and member of CEC Chapter #406.

The problem is further exacerbated by the fact that states that offer only multicategorical licensure may create voids in special education knowledge and instruction. In the best scenario, multicategorically licensed teachers can turn to a specialist if they need assistance dealing with a particular type of disability. However, if teacher education schools are not preparing individuals as experts in specific disability categories, schools — and teachers — have no one who can help should the need arise, according to Cheney. Even in states that offer both categorical and multicategorical licensure, the availability of a specialist in a disability category often depends on a school district's wealth.

Multicategorical licensure can further harm educational quality because it promotes placing inexperienced teachers in difficult teaching situations, according to Healey.

"They (schools) take teachers who complete the special education generalist program and have the least experience and place them in a resource room with the highest number of various disabilities," Healey added. "That's where we need teachers with the most knowledge. This needs to be turned around."

Special educators also fault the movement toward multicategorical licensure, because it overlooks certain categories of disabilities. For example, emotional disturbance, learning disability, mental retardation, and speech disorders are often categorized as mild disabilities. Not only does this approach ignore the fact that students can have severe emotional disturbance, a severe learning disability, or severe speech disorders, it also fails to prepare teachers to work with students who have severe disabilities in these areas, according to Healey.

Another argument against multicategorical licensure is that it allows educators to avoid looking for the cause of a student's disability, information that is critical to providing appropriate educational instruction.

Other Considerations

Even those who favor multicategorical licensure recommend some changes to better meet the needs of students with disabilities. They are:

- Include the age of the student in categories, as the developmental, emotional, and social needs of a child in pre-school or elementary school differ vastly from those in middle or high school.
- Break disability categories into mild, moderate, and severe.
- Include more courses in each category in special education teacher multicategorical programs.
- Teachers who receive a multicategorical licensure should realize this is only a foundation. They will need to gain additional expertise in specific disability categories to serve the children they teach.

What Is CEC Doing?

To respond to the movement toward multicategorical licensure, CEC recently added a multicategorical framework to its knowledge and skills standards. CEC developed the new framework using its already validated knowledge and skill standards as a foundation. This framework assures that special education teachers have been taught the skills they need to work with their students, regardless of the type of special education program they graduate from.

In addition, CEC's new framework has attracted the attention of states that are revising their licensing standards.

To obtain a copy of *What Every Special Educator Needs to Know: The International Standards for the Preparation and Certification of Special Education Teachers,* call 888/CEC-SPED. □

Governance, *from page 11*

tional, ethnic and multicultural, and division members.

Nominations

Will there be a "nominations from the floor" process?

CEC currently follows a "petitions" process that will remain in effect under the new governance structure.

How can suggestions for candidates be submitted to the Nominations Committee?

The list of vacancies for the BOD positions of president elect or members-at-large will appear in the September or October edition of one of CEC's publications, as well as the name and address of the Nominations Committee Chair and the deadline for submission. Units and individual members may suggest candidates to the Nominations Committee. In addition, Nominations Committee members will actively seek out individuals to become candidates.

Elections

How will CEC members get to know the candidates running for office?

A multifaceted approach will be used to publicize the candidates for the CEC elections. The approach may include publishing nominees' biographical information in CEC publications, on CEC's Web page, and through various candidate forums. During the RA at the CEC Annual Convention & Expo, candidates will present campaign speeches. Candidates' biographical information also will be available at the convention.

Who is eligible to vote?

Eligible voting members include regular, student, life, retired regular, retired life, and international members who have paid their membership dues.

Further information regarding the CEC governance restructuring, including additional Q & A's will be available on the CEC Web site, www.cec.sped. org. □

CALENDAR OF CEC events

January 20-22, 2000
TAM 2000/Technology Access Conference. Milwaukee, WI. Contact: Penny Reed, Wisconsin Assistive Technology Initiative, 357 N. Main St., Amherst, WI 54406, 715/824-6415 (O), FAX 715/824-5323, e-mail: preed@wi-net.com. See the TAM Web site for more information, http://www.tam.uconn.edu.

January 26-28, 2000
CASE Institute 2000, "Emerging Trends in Special Education: Alternative Schooling for Students with Disabilities." Sheraton Sand Key, Clearwater Beach, FL. Contact: Brenda Heiman, 9300 Macallan N.E., Albuquerque, NM 87109, 505/848-8726 (O), FAX 505/848-8756, e-mail: heiman@aps.edu.

January 24, 2000
CEC Continuing Education Satellite Broadcast, "Choosing Your IEP Software" 1:00-4:00 p.m. ET. Contact: CEC, 1920 Association Drive, Reston, VA, 20191-1589, 888/232-7733, FAX 703/620-2521, e-mail: conteduc@cec.sped.org, Web: www.cec.sped.org.

February 3-4, 2000
Georgia CEC Federation Conference, "Exploring Tomorrow Together." Georgia International Convention Center, College Park, GA. Contact: Janet Moody, 340 Morganshire Pl., Dunwoody, GA 30350, 770/277-4498 (O), 770/512-8801 (H), FAX 770/512-7374, e-mail: jbmoody@bellsouth.net

February 4-5, 2000
North Dakota CEC Federation Conference. Holiday Inn, Minot, ND. Contact: Cindy Ludwig, 1336 Tuxedo Dr., Minot, ND 58703, 701/857-4553 (O), 701/839-6499 (H), e-mail: ciludwig@sendit.nodak.edu.

February 17, 2000
CEC Continuing Education Web-Based Training, "Conducting Functional Behavior Assessments and Developing Behavior Intervention Plans," 1:00-4:00 p.m. ET. Contact: CEC, 1920 Association Drive, Reston, VA, 20191-1589, 888/232-7733, FAX 703/620-2521, e-mail: conteduc@cec.sped.org, Web: www.cec.sped.org.

February 17-19, 2000
Indiana CEC Federation Conference. "IFCEC 2000 - A New Beginning." Sheraton Hotel at Keystone, Indianapolis, IN. Contact: June Robinson, 2015 Lawndale Dr., Fort Wayne, IN 46805, 219/483-6671, e-mail: jrobi32916@aol.com.

February 18-19, 2000
CCBD International Forum, "Positive Academic and Behavioral Supports:Creating Safe, Effective, and Nurturing Schools for ALL Students." Sheraton Waterside Hotel, Norfolk, VA. Contact: Lyndal Bullock, University of North Texas, P.O. Box 310860, Denton, TX 76203, 940/565-3583 (O), FAX 940/565-4055, e-mail: bullock@tac.coe.unt.edu.

February 20-22, 2000
Alabama CEC Federation Conference. Bryant Conference Center, Tuscaloosa, AL. Contact: Polly Parrish, 6800 Bayou Run, Spanish Fort, AL 36527, 334/626-3480,e-mail: pparrish15@aol.com.

February 24-25, 2000
Manitoba CEC Federation Conference, "Celebrating Exceptional Children." International Inn, Winnipeg, MB. Contact: Kim Campbell, Box 81, Grp 326, RR 3, Selkirk, MB R1A 2A8, Canada, 204/669-4490 (O), 204/757-4597 (H), FAX 204/668-9343.

February 25-26, 2000
South Carolina CEC Federation Conference, "Facing the Future Together." Ocean Dunes/Sand Dunes, Myrtle Beach, SC. Contact: Beverly Neal, 160 Wylie Street, Chester, SC 29706, 803/635-3225 (O), 803/385-3479 (H), FAX 803/635-4825, bevneal@hotmail.com

February 28-29, 2000
Minnesota CEC Federation Conference, "Visions for the New Millenium." Northland Inn, Brooklyn Park, MN. Contact: Jan Manchester, 8703 Kimbro Avenue N, Stillwater, MN 55082, 651/293-8923 (O), 651/439-1376 (H), FAX 651/228-4731, e-mail: jmanches@eta.k12.mn.us.

March 2-3, 2000
New Mexico CEC Federation Conference, "Back to the Future." Hoffmantown Baptist Church, Albuquerque, NM. Contact: Nancy Kilpatrick, e-mail: kilpatrick@aps.edu, or Kathie Good, 126 W NM 267, Portales, NM 88130, 505/359-0897, e-mail: jbkid@pdr-pip.com. Keynote speaker: Dr. Humor.

March 2-3, 2000
Arizona CEC Federation Conference, "Meeting the Challenge: Standards-Based Education for All." YWCA Leadership Development Center, Phoenix, AZ. Contact: Jane Williams, ASU West Campus, College of Education, Mail Code 3151,P.O. Box 37100, Phoenix, AZ 85069-7100, 602/543-6448 (O), FAX 602/543-6350, e-mail: jane.williams@asu.edu.

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Vol. 6 No. 5
January/February 2000

Convention Overview

Tues., April 4
Special Education World Congress (SEWC)

Wed., April 5
SEWC Dinner Cruise

Pre-Convention Workshops

Opening General Session

Thurs., April 6
Expo Grand Opening

Fri., April 7
CEC and Yes I Can! Awards Ceremony

Sat., April 8
Multicultural Symposium

Teacher of the Year Luncheon

CEC Gala

For More Information ...
Call 888/CEC-SPED or go to the Web, www.cec.sped.org.

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CEC Annual Convention & Expo —
One World: Building Tomorrow Together

Perhaps one of the best ways to realize how much we all have in common — and how much we have to learn from each other — is to travel to new and different places. The new millennium brings CECers a unique opportunity to interact with others who come from a different background. As CEC members and other special educators travel to beautiful Vancouver, British Columbia, for the 2000 Annual CEC Convention & Expo, all will join forces to advance our knowledge of special education teaching strategies, policy, trends, and developments. Plus, nearly 200 exhibitors will show attendees the very latest in special education technology and resources. With an anticipated 7,000 attendees, including highly acclaimed international experts, this year's convention participants will learn that special education is truly one world — a world composed of individuals dedicated to building a better tomorrow for students with exceptionalities.

Just some of the exciting topics to be covered include

- **Assessment for Instruction**
- **Providing Access to the General Education Curriculum**
- **Behavior Management and Discipline Strategies**
- **Transition**
- **Elements of Successful Inclusive Schools**
- **The Roles of Paraeducators**
- **New Technologies for Students and Teachers**

Continues on page 5

The New Millennium Holds Hope, Challenges for Special Education

While the world has been predicting wondrous and exciting new advances in the new millennium, special educators may wonder what the new century will hold for them. In fact, special education may undergo some of the most dramatic changes it has seen since its inception. Medical technological advances, educational reform, and special education research are all combining to present new ways of viewing students with exceptionalities, new ways of teaching, and new resources. In short, special education will see amazing changes.

Medical Advances

In the new millennium, current research at the National Institutes of Health and George Washington University will not only be realized, it will also transform the nature of special education, according to William Healey, professor at the University of Nevada, Las Vegas. For example, the Genome Project, which is mapping the human DNA system, will help eradicate some genetic syndromes such as Down Syndrome, Multiple Sclerosis, or Fragile X. As a result, fewer students will have these genetic syndromes, and many

Continues on page 9

Pre-Convention Workshops — Your Ticket to In-Depth Learning

CEC's pre-convention workshops give attendees the opportunity to gain a working knowledge of interesting topics — and earn CEUs! Pre-convention workshops will be held on Wed, April 5, 9:00 a.m. - 4:00 p.m.

1. Life Centered Career Education (LCCE) — Learn how to develop lessons and instructional strategies that focus on functional skills for students in inclusive and self-contained environments.

2. Beginning Reading Instruction — Discover strategies to strengthen students' phonemic awareness, decoding, fluency, word recognition, and comprehension skills. Each strategy will be modeled and practiced so you can apply them immediately to your own teaching.

3. Early Childhood Intervention: Learning Anytime, Anywhere, with Anybody (Especially with Parents) — Master strategies to enhance families' use of natural environments as learning opportunities and learn how to develop plans and interventions to reflect this model.

4. First Steps to Success — Find out how to provide effective interventions for preschool children who engage in dangerously aggressive behaviors — and change their behavior for life. An overview of characteristics of children at-risk for antisocial behavior and the major components for intervention at school and home will be provided.

5. With All Due Respect — Learn practical strategies to improve student behavior, prevent conflict, and increase student time on task.

6. Developing Behavior Intervention Plans Based on Functional Behavior Assessments — Find out how to conduct behavioral assessments, identify the functions of problem behaviors, and write behavior intervention plans.

7. Accommodating Learning Needs: Technology in Inclusive Classrooms — Discover how to use computer-based learning strategies to transform curriculum materials, as well as how to establish a systemic, district-wide approach to meet the needs of ALL students and address the mandates of IDEA '97 and Sections 504/508 in a cost-effective and efficient manner.

8. Implementing and Evaluating Test Accommodations and Access to the General Education Curriculum — Learn strategies to assess students with disabilities on tasks that are critical for success on large-scale tests. Focuses on basic skills in reading, writing, and mathematics.

9. Prize or Paradox: The Twice Exceptional Student — Discover how to recognize the gifts in students with disabilities, determine appropriate programs to meet the needs of twice exceptional students, and identify strategies to support them academically.

10. A Systematic Approach to Developing or Improving Inclusive School Programs: Lessons Learned — Learn the elements of a quality inclusion program and analyze the needs of your school in areas such as teacher/staff attitudes toward inclusion, organization/climate, and inclusive service delivery.

11. Educating Minority Exceptional Learners in the New Millennium — Find out what factors contribute to overrepresentation, as well as what is new in culturally sensitive referral and assessment practices.

12. Alternate Assessments: Strategies for Including ALL Students in Assessment Systems — Experiment with several tools to assess students and learn how states plan to determine student progress toward standards through alternate assessments. Participants will take home examples of how to implement alternate assessments at the classroom, school, and district levels.

13. Accessing the General Curriculum: Simpler Answers for New Questions in Educating Students with Disabilities — Discover how to match instructional and assessment strategies with the requirements to access the general education curriculum, how to ensure students progress, and how universal design can result in improved learning for all students.

14. Tools and Strategies for Planning and Implementing Transition-Focused Education and Services — Master the skills to help students transition effectively from school to work or post-secondary education and learn how to assess implementation, identify needs, and plan effective transition services.

15. Applying Wraparound Approaches through Schools: Intensive Interventions and Supports for Students with Emotional and Behavioral Disorders, Their Families, and Teachers — Discover how to build collaborative teams and wraparound plans among teachers, families, and community agencies; the connections between positive behavior supports and wraparound services; and strategies to evaluate the effectiveness of wraparound plans and teams.

16. Achieving What Matters Most through the 7 Habits of Highly Effective People — Learn life management skills that will help you be more productive at work and home. Participants will learn how to balance all aspects of their life and make sure they achieve their most important goals.

17. Applying Brain Research to Classroom Management and Instruction — Gain the skills to develop lessons that correlate to the way the brain naturally learns and teaching strategies that engage students in a variety of learning modalities, as well as how the latest brain research about reading can inform classroom practice.

18. Bringing the Hill Closer to Home — This workshop will demystify what's going on in Capitol Hill and the federal agencies, and tell you how the issues that are hot today will affect you at home tomorrow.

19. CEC/NCATE Folio Writer's Workshop — Learn the intent of particular standards, discuss frameworks to prepare folios and complete matrices, and present supporting evidence. □

Find What You Need at the CEC Expo

Experience the CEC Expo

Did you know that CEC's Annual Convention & Expo is the world's leading special education convention and expo? Experience the CEC Expo and learn about a variety of new and innovative teaching materials, resources, and services. Don't miss

- **The Red Zone Tech Zone**, featuring the most recent assistive, adaptive, and augmentative technology as well as multimedia courseware and software. (Sponsored by IBM.)
- **The Hands-On Tech Lab**, the newest feature of the Red Zone Tech Zone. (Sponsored by Apple Computer.)
- **CEC's Surf City**, offering expanded hands-on instruction in the technologies you need to know, as well as access to your e-mail account at home.
- **Technology and exhibitor showcase sessions and workshops**, as well as more than 200 poster sessions.
- **CEC's Career Connections**, the place to be if you're looking for a new job! Will feature on-site job interviews, meetings with recruiters, and information about our resume database.
- **The CEC Super Store**, where you can check out the publications, products, and other resources offered through CEC.

Put comfortable shoes, your resume, and a shopping list on your packing list so you'll be ready for this year's exciting CEC Expo!

Congratulations, MGM Campaign Winners!

Congratulations to the Michigan CEC Federation and Buffalo State College Chapter #117 in New York! They are the Grand Prize winners in the 1999 Member-Get-A-Member (MGM) campaign. The Michigan CEC Federation won for the most points for new members recruited, and the Buffalo State College Chapter was selected in the random drawing of eligible applications. Both units will receive a trip to the CEC convention in Vancouver, B.C., including one paid round-trip airfare, hotel accommodations, convention pre-registration, and an evening of fine dining. The top 10-point winners in the campaign are:

CEC Unit	Points
Michigan CEC Federation	57.0
Sault Ste. Marie, Ontario, Chapter #585	33.5
Idaho CEC Federation	28.0
East Stroudsburg, Pa., University Chapter #909	21.5
Western Kentucky University Chapter #960	18.0
University of Maine, Farmington, Chapter #964	16.5
Augusta, Ga., Area Chapter #292	15.0
Arizona State University West Chapter #90	15.0
University of Wisconsin, Eau Claire, Chapter #518	14.0
Illinois State University Chapter #648	14.0
Georgia College and State University Chapter #996	14.0

Congratulations to all participating units and members for making CEC a stronger organization. □

Fabulous Prizes Daily in the Exhibit Hall

Each day convention attendees will have the opportunity to win prizes in the Exhibit Hall. Prizes include computers, IEP software dollar credits, basic and fundamental skills software, classroom materials, manipulatives for your class, and professional development products and services!

Attention Members — Save Money!

Maximize your membership discount and save on registration fees by registering before March 5 for the CEC Annual Convention & Expo and Special Education World Congress 2000. Use the registration form in this issue of *CEC Today*, obtain the form from CEC's Web site, www.cec.sped.org, or call CEC, 888/232-7733. If registering by phone, please have your CEC member identification number and your VISA, MasterCard, or Discover card information handy when you call.

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Advocacy in Action

Annual Convention & Expo

Did you ever read something that made you shout, "No way!" but didn't know what to do about it? Did you ever want to let your Senator know that you supported her position but didn't know how to get in touch? Or, did you read about a special education issue in *CEC Today* that you'd like to share with your local administrator, but you're not sure of the best way to do that?

If you're coming to CEC's convention, CEC can help! Following are some of the sessions that will give you the strategies you need to effectively communicate your thoughts and positions to individuals who make policy decisions that could affect your life and the lives of your students.

"Bringing the Hill Closer to Home"
April 5 (Pre-Convention Workshop #18)

This half-day workshop will demystify what's happening on Capitol Hill and in the federal agencies, give you the latest in-depth information and analysis on policies affecting exceptional children, and show you how today's hot issues will affect you at home tomorrow.

"Grassroots Advocacy"
April 7 — 1:00 to 4:00 p.m.

State legislatures, local school boards, and Congress are debating such topics as classroom discipline, school violence, the use of technology, and teaching conditions. Are you prepared to effectively advocate for positive outcomes on these and other issues? We'll show you how by illuminating what motivates policymakers, catches their attention, and makes them respond. We'll teach you how to frame key issues and package pertinent information as well as how to contact policymakers electronically, how to write and format your messages to "pack the biggest punch," and how and where to gather the relevant resources from the Web.

"What's Happening in Washington?"
April 8 — 9:45 to 10:45 a.m.

At this session, you'll hear an update on activities in Washington, D.C. We'll discuss IDEA, appropriations, gifted legislation, juvenile justice legislation, Elementary and Secondary Education Act reauthorization, Medicaid/SSI for children, recent court cases, and non-special education federal actions impacting students with disabilities.

"The View from Washington"
April 6 — 9:45 to 10:45 a.m.

This session will explore major issues related to the implementation of IDEA '97 and highlight the accomplishments of IDEA. Participants will hear the perspective of the Office of Special Education Programs on a variety of issues and challenges to implementing IDEA, including access to the general education curriculum and participation in assessments.

Led by Kenneth R. Warlick, Director, Office of Special Education Programs, Department of Education, Washington, D.C.

"IDEA National Activities: The Longitudinal Studies and National Evaluations"
April 6, 3:45 to 4:45 p.m.

The U.S. Education Department's Division of Research to Practice administers a series of longitudinal and national studies that cover the age span 0-21 as well as the disability categories. These studies produce valuable information about the performance of children with disabilities before, during, and after their educational experiences. The studies focus on the individual child level and larger policy issues. This session will address each of the studies currently underway or in the design phase.

Led by Louis C. Danielzon, Director of Research to Practice, Office of Special Education Programs, Department of Education, Washington, D.C.

Presented by Renee Bradley, Special Assistant, Research to Practice, Office of Special Education Programs, Department of Education, Washington, D.C.

Attention All Children and Youth Action Network (CAN) Coordinators!

If you currently represent your federation, division, province, region, or chapter as the CAN Coordinator, we want you! CEC will hold a 3-hour CAN meeting on Thurs, April 6, 12:30 to 3:30 p.m., during the CEC convention in Vancouver. In addition to our usual in-depth update of the issues, we're extending this meeting to include grassroots advocacy training tips and strategies that you can use back home to affect policymakers at all levels. There will be time to share and discuss issues of importance to you with CEC's public policy staff and other coordinators. Do you have a CAN-related problem that you'd like to share with the group? Go ahead! Who knows? You may find someone who's "been there, done that!" and can provide you with that perfect solution! □

FY 2000 Rescission Cuts into IDEA

As part of the FY 2000 budget deal reached in November, the U.S. Department of Education (ED) and the Office of Management and Budget (OMB) were authorized to decide how to distribute a $112 million cut among all programs as long as no program was cut by more than 15 percent. ED and OMB have now finalized the rescission. The complete ED funding table, showing final funding levels for all programs is available on the Web at www.ed.gov/offices/OUS/00Cong.pdf.

Based on information from ED and the Committee for Education Funding, the 7.5 percent cuts to the following IDEA Part D support programs were made to previously earmarked programs only, not to the entire programs themselves.

- IDEA Research and Innovation: $75,000.
- IDEA Technical Assistance and Dissemination: $75,000.
- IDEA Personnel Preparation: $187,000.
- IDEA Technology and Media Services: $113,000.
- Total IDEA National Activities: $450,000.

Convention & Expo, *from page 1*

- **Effective Practices for Children with Gifts and Talents**
- **Improving Educational Opportunities for Students from Different Cultures**

Convention Highlights

Tom Whittaker — Keynote Speaker

In May of 1998 Tom Whittaker defied conventional wisdom when, as an amputee, he climbed Mt. Everest. While the world may hail Whittaker's achievement in mountain climbing, that feat is only a means to an end. Whittaker's real work is showing other individuals with disabilities how they, too, can reach their dreams and change the world's perception of those with special needs.

After an automobile accident left Whittaker permanently disabled, he fought pain, anger, and thoughts of suicide to reclaim his dreams and identity. Despite the doctor's prognosis that with the removal of a kneecap and the amputation of his right foot Whittaker would never walk again, this courageous man learned not only to walk but to enjoy his favorite outdoor activities — and completed a second master's degree.

Not content to stop there, in 1981 he founded the Cooperative Wilderness Handicapped Outdoor Group (CWHOG). This unique volunteer organization introduces individuals with disabilities to outdoor activities as a means of physical and emotional rehabilitation. Unlike other programs for individuals with disabilities, CWHOG demands that participants develop their own excursions — excursions based on their particular passions. Once people learn they can realize what they want recreationally, they can use the same process to achieve any career goal they dream of, says Whittaker.

"I want all individuals to realize that the essence of leading a full life is driving your own bus," said Whittaker.

Whittaker continues to spread his message — and to drive his own bus. His new goal is to climb the seven highest summits in the world.

Don't miss Whittaker's inspiring and heartfelt address, where you will identify with his determination to push forward despite "insurmountable" obstacles, challenges, or weaknesses that threaten to keep you — or your students — from achieving your goals!

Professional Strands

CEC's professional strands give attendees in-depth information on specific topics of high importance to special educators. Strand topics include

- **Including Students with Disabilities in State and District Assessments** — Discusses strategies to include students with disabilities in state and district assessments, including making accommodations, current policy and practice, and linking instruction and standards to testing. Issues such as diploma options and high stakes testing will be addressed.
- **Behavioral Interventions and Supports** — Provides techniques to implement school-wide behavior support, as well as group and individualized interventions for students with high risk behaviors. Also shows how to develop functional behavioral assessments and behavior intervention plans.
- **Early Reading Instruction and Prevention of Problem Behaviors** — Demonstrates essential instructional strategies and curricula to teach young children to read and prevent antisocial behavior as well as methods to develop a school-wide approach to reading instruction.
- **Alternative Education Settings** — Examines alternative education settings, literacy programs, and teaching strategies for students placed in such settings and the skills teachers need to work effectively with these students.
- **Universal Design** — Shows how technology and digitized curricula can meet the learning needs of all students. Universal design allows students to use their strongest learning mode when mastering curricula and frees teachers from modifying curricula and materials for each student.

Continues on page 14

Invited Speakers

CEC is pleased to bring convention attendees the country's leading visionaries in special education. Their exciting presentations give attendees up-to-date information they need to build a better world for their students.

"Technology Solutions for Special Education" by Stanley S. Litow, IBM Foundation (April 7, 9:45-10:45 a.m.)

The technology boom has not left special education behind! Stanley S. Litow, president of IBM's International Foundation and vice president of IBM's Corporate Community Relations, will give attendees an overview of current technological solutions designed specifically for special education as well as a look into future educational technologies. Learn how special educators can use technology to run IEP meetings (even with members offsite), communicate with other professionals, include other parties and noneducators in student evaluations, and develop digital portfolios.

"What Works for ADHD" by Peter S. Jensen, M.D., Columbia University (April 7, 2:30-4:30 p.m.)

Dr. Jensen, director of the Center for the Advancement of Children's Mental Health and professor of psychiatry at Columbia University, will share the results of a recent National Institutes of Mental Health study on the effectiveness of various treatments for children with ADHD. The study, the largest and most definitive clinical trial ever conducted with children with ADHD, compared the effectiveness of several treatments — drugs alone, behavioral therapy, the combination of the two, and standard treatments.

"Students in Crisis" by Festus Obiakor, University of Wisconsin, Milwaukee (April 8, 2:30-4:30 p.m.)

Dr. Festus Obiakor, professor at the University of Wisconsin, Milwaukee, will discuss the different crises suburban students face. Attendees will learn about the different stages of crisis, how educators can address these situations, and crisis management plans schools can put in place.

Scholarship Deadline Extended!

The deadline for submitting applications for the $500 Student CEC/Black Caucus Scholarship for an African American Student CEC member has been extended to March 15, 2000. Submit completed applications to Sara Conlon, CEC, 1920 Association Dr., Reston, VA 20191-1589. To request an application or get more information, contact CEC at 888/CEC-SPED ext. 412 or sarac@cec.sped.org.

Student Sessions

Don't miss these information-packed sessions developed especially for our students and beginning teachers at the 2000 Annual CEC Convention & Expo!

Friday, April 7

Mentoring: Building Tomorrow's Professionals Together

Entering the Profession: Ways to Enhance Your Presentation

Taking Advantage of Leadership Opportunities to Develop Classroom Teaching Skills

Survival Skills for the First-Year Special Education Teacher

Saturday, April 8

Student CEC: Learning and Growing as Special Educators

A Personal Plan for Special Education Teacher Longevity

Increasing Active Participation in Your Student CEC Chapter

How to Survive Student Teaching in Inclusive Classrooms: A Student Teacher's Perspective

Joining Together Pre-Service and Master Teachers through Online Mentoring

Get Ready to Dance!

Come to the Student CEC Dance at convention, April 7 at 8:00 p.m., and dance the night away with your friends and maybe even some of the "big names" in special education.

How to Attend Convention on a Tight Budget

BY KRISTEN WALLITSCH

Vancouver, B.C. What a beautiful place! The first convention of the new millennium is going to be one to remember, but how can you keep this chance of a lifetime from becoming financially overbearing?

One of the ways that you can make going to the convention a possibility is by fundraising. There are many different options to explore. Just pick the one that is best for you.

Coordinate Bake Sales

Mmm, mmm good! This is a tasty way to put money in your pocket and get yourself a ticket to the 2000 convention. A bake sale is an "oldie but goodie." Have as many people as possible bake and donate food to your chapter. Sell these items in an active area on campus such as outside the cafeteria or near a popular study area, especially late at night when the "munchies" attack.

Ask Your School for Help

Many colleges allocate funds for student travel or for student organizations on their campuses. Research these options and apply for the money. The least they can do is say no.

Helpful hint: Sometimes the more active your chapter is on campus the more the school is willing to help you. By promoting CEC throughout your campus, your chapter will become well known. If it is evident that your chapter is doing good things, the money-givers will be more willing to release the dough! Be an active part of your campus.

Accept ANY Donation

Reaching out to companies in the community can be a good way to collect donations. Don't be specific about their donations — accept anything! If a company offers you money, that is great and will decrease the amount of work your

members have to do to obtain money — so take it. Or, if a company wants to offer you gift certificates or other company services, accept these as well. They can be used at a silent auction or as prizes in a campus-wide raffle.

Seek Out Company Fundraisers

Some of the larger grocery stores offer fundraisers at no cost to you except your time. By buying a certain amount in gift certificates you guarantee the store business. In return, they give you part of the profit of the sale. You can then sell these gift certificates to friends and family members. People can help you out, and it does not cost them a thing.

Surf the Web

Check out different sites on the Web to find new kinds of money-makers. You may discover things such as mini-grants or other opportunities to find ways to raise money.

The quest for a fundraiser that fits you and your chapter is easy. The actual fundraiser can be harder and consume a lot of time. But when you think about the task at hand, keep in mind the benefits of attending the CEC convention. The life-long friends, professional interactions, and learning experiences are priceless. □

Kristen Wallitsch is a student teacher at Cane Run Elementary School and attends Bellarmine College in Louisville, Ky., where she is a member of CEC Chapter #605. She is also vice-president of communications for Student CEC.

Getting to Canada — It's Easier Than You Think

Don't Leave Home Without ...

Proper Identification

Evidence of citizenship, such as a birth certificate, certificate of citizenship, certificate of naturalization, or a state birth certificate will be required. If these documents do not contain a photograph, you may also be asked for a driver's license or other identification. You do not need a passport or visa (although it is preferred), but you must have one of the items described above.

For complete information on how, when, or where to obtain or renew a passport, visit the U.S. State Department Web site, http://travel.state.gov/index-services.html.

Checking Your Health Insurance Policy

Be sure to review your health insurance guidelines before traveling out of the country in the event you need medical assistance.

Obtaining a Liability Insurance Card

If you are planning to drive in Canada, U.S. motorists are advised to obtain a Canadian Non-Resident Interprovince Motor Vehicle Liability Insurance Card. This card is available only in the United States through United States insurance agents.

Packing Smart

Vancouver is a casual town with mild weather year-round; layers and smart casual clothes will see you through most situations. The average daily high temperature in April is 58 F. Remember to bring an overcoat and an umbrella. You will probably visit more than one location during each day.

Other Helpful Tips

Stating Your Visit's Purpose

Even if you are presenting at CEC's convention, the best response at the border to "Why are you visiting Canada?" is, "I'm attending an education convention."

Converting U.S. Dollars into Canadian Dollars

The Royal Bank foreign exchange office at the International Arrival area at the Vancouver International Airport will waive the Canadian service fee ($3.50) for any currency conversions for CEC. They will also offer a 1/2 percent better exchange rate than what is posted if you identify yourself as a CEC delegate.

While in Canada, Keep Your Receipts!

Did you know travelers to Canada are eligible to receive tax refunds on purchases over $50 CDN? The Goods and Services Tax (GST) is a national 7 percent sales tax charged on all purchases and collected by merchants. As a foreign traveler to Canada, you can realize significant savings by taking advantage of this refund program. You qualify for a refund if you are not a resident of Canada; you have original receipts, the combined total of all your receipts is a minimum of $200 CDN, and each individual receipt shows a minimum of $50 CDN. Pick up a refund application booklet at any Information Counter in the Vancouver International Airport or at the Tourism Vancouver Booth that will be located in the CEC convention registration area.

Canadian Outlets and Voltage

Outlets and voltage (110 or 220 volts) are the same as in the United States. Visitors from other countries should use adapters. The frequency of electrical current in Canada is 60 Hz.

For More Information

Visit the CEC Web site, www.cec.sped.org or call toll free, 888/CEC-SPED. You can also visit the Tourism Vancouver Web site at www.tourism-vancouver.org. □

Diversity Sessions

Several CEC convention sessions will offer insight into the unique challenges faced by educators and students from culturally and linguistically diverse backgrounds. Some of these session titles include:

Thursday, April 6

Identifying, Selecting, Evaluating, and Adapting Materials for Cultures and Linguistics Sensitivity

Developing Rural Exceptional Educators to Address Multicultural Students

And "They" Thought "WE" Couldn't Publish

Free Appropriate Public Education for Asian Origin Students with Disabilities

Teaching Accurately about Native American and First Nations Cultures

Mancala and Sungka: Ancient Games with Multicultural Origins and Contemporary Classroom Applications

Friday, April 7

Preparing Culturally and Diverse Credential, Master's, and Doctoral Candidates in Special Education

Saturday, April 8

Multicultural Summit
(9:45 a.m. - 12:00 noon)

Successful European-American Special Educators' Perspectives about Teaching Culturally Diverse Students

Cultural Diversity and the Transition Process

Issues, Attitudes, and Successful Inclusive Practices for Children with Diverse Challenges

A School-Based Model to Examine Minority Disproportionality in Special Education

Using Project Funds to Attend Convention?

If you are using U.S federal grant funds to travel to Canada, note that travel to Canada is treated the same as travel within the United States or to any U.S. territory (according to the U.S. Office of Management and Budget Circular A-122).

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Division Focus

CASE

The Council of Administrators of Special Education

CASE will announce its award winners and newly elected officers at the CASE business meeting in Vancouver. The ballot for CASE officers is being mailed to all members in February, and the Professional Development Committee is currently reviewing the CASE award nominees.

CASE is expanding its work with the Elementary and Middle School Technical Assistance Center (EMSTAC). This project is studying effective large-scale delivery systems for professional development and technical assistance. CASE recently employed a part-time consultant, Jo Paroz, to work with the EMSTAC project staff.

CEC-PD

The CEC Pioneers Division

At a CEC-PD session on Thurs, April 6, from 3:45 - 4:45 p.m., Parthenia Cogdell will discuss the movement to desegregate CEC during the late 1960s. Fred Weintraub will discuss CEC's role in becoming a advocate for children in the early 1960s.

CEC-PD will host its annual business meeting at the Terminal City Club on April 8 at 5:00 p.m., followed by the gala dinner at 6:00 p.m. To register, send a check for $36 to Andy Berg, PO Box 1074, Huntington Beach, CA 92647-1074.

Division Showcase Sessions

CASE — What's New in Special Education Law — Renowned special education attorney, Art Cernosia, Esq., will provide an overview of the key issues in special education law — court decisions, due process results, and issues related to the 1997 IDEA amendments — discipline, assessment, and the general education curriculum. *(April 7, 8:30-10:30 a.m.)*

CCBD — Implementing Positive Behavioral Supports in Schools — This session will describe how schools have created comprehensive, school-based systems to meet the needs of staff, students with challenging behaviors, and families. Will also address the effectiveness of behavioral support teams, schoolwide and classroom strategies, functional behavioral assessments, individualized behavioral intervention plans, and intensive staff development activities. *(April 6, 1:15-3:15 p.m.)*

CEC-DR — Methodological and Ethical Concerns in Longitudinal Research with Individuals with Disabilities — An expert panel will explore the challenges and ethical concerns in conducting longitudinal research with individuals who are at-risk or have disabilities. *(April 6, 9:45-11:45 a.m.)*

CEC-PD — CEC 2000 Pioneer Division Showcase: Earl Campbell, Award-Winning Canadian Educator — CEC-PD will highlight the major contributions of Earl Campbell, an internationally distinguished educator, including his involvement in CEC and leadership in special education. *(April 7, 2:30-3:30 p.m.)*

CEDS — Bilingual/Other Language Special Education Referrals: Assessment and Programming Issues — This session will address what assessment personnel need to consider when conducting nonbiased, comprehensive individual assessments of diverse populations. *(April 6, 9:45-10:45 a.m.)*

DCCD — A Progression of Phonological Skills Training and the Transition to Print — Between 80-200 hours of phonological skills training is optimal for successful transition to print. Learn how this can be achieved in carefully sequenced group activities that fit easily into the curriculum. *(April 6, 2:30-4:30 p.m.)*

DCDT/DISES — International Perspectives on Transition from School to Careers: What Can the United States Learn? — A panel of international leaders will present perspectives on the career preparation/transition of youth in developed and developing nations. *(April 6, 8:30-10:30 a.m.)*

DDEL — And "THEY" Thought "WE" Couldn't Publish — This session will bring together an expert panel of successful ethnic minority authors to develop research and learning communities of ethnic minority scholarly writers. *(April 6, 9:45-10:45 a.m.)*

DEC — Is Part C Living Up to Expectations? Issues and Directions — State-funded evaluations of Part C are a rich source of information. This panel will highlight issues emerging in three state evaluations and use these as a forum to discuss strengths, emerging issues, and potential directions. *(April 8, 8:30-10:30 a.m.)*

DLD — Lessons Learned from Intervention Research in Reading: A Way to Go Before We Rest — This session will discuss conditions that need to be in place for all children to acquire adequate reading skills and the results of studies that say many children remain poor readers even with intervention. *(April 6, 1:15-3:15 p.m.)*

DPHD/DVI — Writing Health Care Plans for Young Children with Special Needs — This presentation will help practitioners more effectively meet the health care needs of young children in inclusive settings through writing health care plans, working with caregivers and professionals, and dealing with medical emergencies. *(April 6, 8:30-10:30 a.m.)*

MRDD — Defining and Classifying Mental Retardation: An Update and Projections for the Future — This session will focus on the impact of the Luckasson (1992) definition and classification system in mental retardation. *(April 6, 2:30-4:30 p.m.)*

TAG — Possibilities for Learning: A Teacher-Friendly, Student-Driven Tool for Differentiating Curriculum — This extensive survey of student learning preferences, enables students to rate and select curriculum differentiation options before they design powerful, personalized learning experiences for themselves. *(April 8, 8:30-10:30 a.m.)*

TAM — Quality Indicators of Assistive Technology Services — This session will address the Quality Indicators of Assistive Technology Services, which are descriptive statements that school districts can use to analyze and improve assistive technology services. *(April 6, 8:30-9:30 a.m.)*

TED — Teaching and Learning in Teacher Preparation: What Do Standards Have To Do With It? — This session will explore and discuss the impact of teacher standards on teacher preparation and teacher educators in particular. *(April 6, 9:45-11:45 a.m.)*

Millennium, *from page 1*

children who suffer from a genetic syndrome will have their symptoms counteracted with treatments. To work effectively with these students, special education teachers will need to work much more closely with physicians.

Similarly, nanoscience, which miniaturizes elements, will reduce significantly or eliminate other physical disabilities. Miniature computer vision or hearing implants will enable students with these disabilities to see and hear. Therefore, more students with low vision or who are hard of hearing will be instructed in inclusive settings, and more teachers will be needed who know how to work with these disabilities.

Another medical miracle that will change the face of special education concerns the implanting of brain cells to enhance intelligence. This "space-age" technique will require teachers to find ways to avoid learning interference between the child's old and new cells.

"While these phenomenal medical advances may seem futuristic, they are already here," said Healey.

Technological Advances

Technology offers its own revolution for the education of students with disabilities. In the second millennium, our current methods of teaching may well be obsolete. The textbook, for instance, will be transformed to a digitized, totally accessible vehicle for learning through universal design. Universal design means designing educational materials to present information in many different ways. By using universal design, the information in a textbook would also be presented in speech, in various languages, with large print, with backgrounds that can be changed for better visibility, and with the material presented graphically. Through universally designed materials, students with disabilities can access information and participate in classes using the modality that best meets their needs. Thus, students can not only learn what is presented more easily, they can also more accurately demonstrate the skills and knowledge they have gained. Universally designed materials will "level the playing field" for students with disabilities and allow them to flourish in the general education curriculum.

At the same time, universally designed materials will require educators to revamp the way they develop curriculum goals. Educators will need to design goals that are broad enough to meet the full range of modalities and media, according to David Rose, co-executive director of the Center for Applied Special Technology.

Virtual 3-dimensional simulations will also allow students to experience the metamorphosis of a flower as it grows as well as the portrayal of abstract concepts. Again, this type of technology will enable students with cognitive and physical disabilities to master educational concepts that have seemed beyond their reach with our current educational tools.

Another tool students with special needs will have is "self-learning" and "self-care pockets" and implanted computers. With these devices, teachers will program and evaluate learning and self-care programs based on each student's brain mapping as well as the cause of the student's disability.

Finally, the next millennium will see distance education impacting special education. For instance, distance education could be used to support special and general education teachers by enabling a physical therapist or other related service provider to look in on a classroom and offer the teacher suggestions. Or, a school could hook up to a children's hospital so that medical staff could be in contact with a teacher immediately. In addition, distance learning can be used to enable a homebound student to participate and keep up with classes via videoconferencing.

Distance learning will afford the additional benefits of allowing students with disabilities to review material as often as and whenever they want, to access entire lectures without relying on incomplete notes, or to freeze a lecture or study a visual until they understand it.

Distance education will further enhance special education by helping to educate parents about disabilities; bringing together parents, school staff, and support staff for conferences from different sites; and enabling teachers to share methods and materials from across the country.

Special Education Reform

The next millennium also will bring a new emphasis on accountability, says Doug Fuchs, professor at Vanderbilt University, Nashville, Tenn.

"We are at the point where a lot of stakeholders realize that the way in which accountability has been defined for the past two decades, with insufficient attention given to student outcomes, is inadequate," he said.

As part of its focus on accountability, special education must define its role, Fuchs added. Special education has swung from providing specialized services to students with disabilities to providing a "watering-down" of the general education curriculum.

It is hoped that in the new millennium special education will realize its role — providing compensatory strategies or remedial services. Currently, special education teachers are under tremendous pressure to help students master the content in the general education class. That goal is so time-intensive, special educators often cannot provide instruction in the student's area of disability. Hopefully, in the future special education will balance these two services.

One factor that will likely help special educators fulfill these roles is the proliferation of research on learning that is becoming available. With new knowledge about what works most effectively for students with specific types of disabilities, special educators will be better prepared to provide intensive instruction in deficit areas.

"A special education teacher's worth may be measured by how quickly they can help accelerate learning," said Fuchs.

Continues on page 15

Gifted Programs Now Searchable Online

The ERIC Clearinghouse on Disabilities and Gifted Education announces the Gifted Education Searchable Online Database of selected gifted and talented programs in the United States. With the database, educators may gather information on a wide variety of service options that match the needs of their student populations. The database enables professionals working in both general and gifted education to find current programs and take advantage of research findings and work that was accomplished by those programs.

The Gifted Education Searchable Online Database is available on the ERIC EC Web site, **http://ericec.org/gifted/gt-menu.htm**. Additional program information will be added to the database as it is received. For more information, contact ERIC EC at ericec@cec.sped.org or 800/328-0272.

SPEDEX — The Teachers' Forum

A new service of the ERIC Clearinghouse on Disabilities and Gifted Education allows teachers to discuss professional issues via e-mail. Do you have questions for teachers in a specialty other than yours? Are there techniques you want to know about? Want help with classroom problems? If so, SPEDEX is the place to go!

SPEDEX is for teachers in all capacities — general and special education teachers, teachers of English as a second language, and other specialists. By contacting other teachers and specialists, you can get many perspectives and information on a question, issue, or problem.

Help us get some good discussions going by joining SPEDEX now and passing the word along to your friends and colleagues.

How to Join

Send an e-mail to spedex-request@lists.cec.sped.org. Leave the subject line blank and write "subscribe" in the body of the message.

Sessions Especially for Recruiters

At the CEC Annual Convention & Expo, the National Clearinghouse for Professions in Special Education will present the latest information about recruiting and supporting diverse, well-qualified special education teachers and related services professionals. Following is an overview of these exciting sessions.

Teacher Retention Strategies

The Clearinghouse will present a 2-hour panel on teacher retention strategies, focusing on support during a teacher's crucial first year in the classroom. Panelists will be from local school districts that have developed comprehensive support programs including mentorships, training series, and collaborative activities with universities.

The Recruiters Network

Learn how you can use the Recruiter's Network tactics to increase awareness of special education as a profession. The Recruiters Network encourages experienced special educators to serve as resources to career seekers in their communities. These special educators let career seekers know what life in a special education class is really like and how challenges are overcome.

Recruitment and Retention Pilot Sites

The Clearinghouse will also feature its national recruitment and retention pilot sites at a panel session. These sites are collaborative partnerships among state departments of education, universities and local school districts.

The Clearinghouse will provide each site with a public service announcement targeted to its population.

Representatives from Alabama will discuss the implementation of their plans through collaboration with the state education department and State Improvement Grant, Southeast Regional Resource Center, and Historically Black Colleges and Universities in the state.

Recruitment Videos

For the first time, the Clearinghouse is offering school districts and Institutions of Higher Education an opportunity to air their recruitment videos on a large centrally located screen without cost to the district for rental equipment. In addition, the booth will provide five short training and information sessions on Thursday and Friday.

The Educators with Disabilities Network

The Educators with Disabilities Network will hold its annual meeting during the convention. The Network will welcome new members and identify its plans to expand its support for training and hiring persons with disabilities who wish to enter professions in special education.

And visit the Clearinghouse's training and information booth, located in the recruiter aisles of the expo center. □

Earn CEUs While Attending the CEC Convention!

Convention attendees can earn Continuing Education Units (CEUs) at the CEC Annual Convention & Expo in Vancouver, B.C. in following two ways:

- **Attend All Sessions within a Strand** — After you have attended your strand, complete an information form at the CEU booth in the convention registration area and receive your certificate on site. You will receive one tenth of a CEU for each hour of the session at a cost of $2.00 per hour.
- **Attend a Pre-Convention Workshop** — Register for and attend a pre-convention workshop to automatically receive 0.6 of a CEU. Go to the CEU booth in the registration area after your pre-convention workshop to pick up your preprinted certificate.

Special Education World Congress Bridges the Millenniums

CEC and DISES will add a new dimension to the 2000 CEC Annual Convention & Expo conference in Vancouver, B.C., this April with the Special Education World Congress (SEWC), on April 4 - 5.

The opening session, April 4, will feature John Visser, president of the National Association for Special Educational Needs of the United Kingdom. April 5 is packed with a full day of concurrent and poster sessions, plus a keynote address by Lena Saleh, former chief of the Special Needs Education Division of Basic Education at UNESCO's Paris headquarters. Saleh will bring delegates up-to-date on the topic, "International Aspects of Special Education." The SEWC's program will close and the CEC convention will begin with a joint general session with a keynote address by Tom Whittaker, the first person with a disabiltiy to reach the summit of Mt. Everest and the founder of the Cooperative Wilderness Handicapped Outdoor Group.

In addition, dozens of SEWC sessions will be included in the CEC convention program, April 6-8, including

- **Assessment of Students with Disabilities Through "Learning Experiments: A New Approach Based on the Work of Lubovsky,"** presented by Vladimir Lubovsky, head of the Laboratory of Psychology of Children with Disabilities at the Institute for Remedial Education, Russian Academy of Education, Moscow.
- **Putting Research, Policy, and Philosophy to Work: Enabling the System to Deliver Quality Services,** presented by Shirley McBride, director of Special Programs of the British Columbia Ministry of Education.

For additional program information and registration fees, discounts, and deadlines, visit SEWC 2000 on the Web at www.cec.sped.org or call 888/232-7733. □

CEC to Combat Teacher Attrition by Mentoring First-Year Teachers

In response to national concerns about rising attrition rates among special education teachers and the lack of support for special educators, CEC will establish and pilot national mentoring induction guidelines for first-year special educators through its federally funded Mentoring Induction Project (MIP).

MIP will employ the expertise of an advisory committee comprised of researchers, teacher educators, first-year teachers, mentors, and other educational officials and will work cooperatively with CEC's CASE and TED divisions. Through this collaborative effort, MIP will

- Develop a consensus document, *Mentoring Induction Principles and Guidelines.*
- Pilot the project in school districts across the United States.
- Evaluate MIP's effectiveness.
- Develop a *Mentoring Induction Guide for School Districts*, offering information on budgeting and administrative concerns.
- Operate a companion system of ongoing electronic supports, including a Web site.
- Convene a National Mentoring Symposium to make recommendations regarding mentoring.
- Disseminate materials through CEC journals, ERIC, the Professions Clearinghouse, and CEC annual conventions.

Look for information on the project's development in future issues of *CEC Today*, at the CEC convention in Vancouver, B.C., or contact the project's principal investigator, Marlene White, at 252/328-1116 or whitem@mail.ecu.edu. □

The Family Education Network Presents "Book Groups and the Internet"

The Family Education Network will present a session at the CEC convention titled, "Book Groups and the Internet." This session will offer an overview of the way various online book groups can work — in and outside of the classroom and between parent and child — as well as suggestions to implement them. The session will also demonstrate ways the Internet can enhance and promote book groups by linking to learning environments on the Web and engaging parents in the groups.

Presenter: Sue Ritchie, Producer, Family Education Network. Ritchie was a classroom teacher for 20 years and a school administrator with expertise using the Web for parent communication.

OSEP and ERIC Provide Access to Funded Project Resources

Get connected to valuable resources by accessing the directory of grants funded by the U.S. Office of Special Education Programs.

The directory, *Discretionary Projects Supported by the Office of Special Education Programs under the Individuals with Disabilities Education Act, Fiscal Year 1999*, outlines the purpose, methodology, and anticipated products for federally supported projects in five volumes:

- **Vol.1: Research, Innovation, and Evaluation** (Book #R5349)
- **Vol. 2: Personnel Preparation** (Book #R5350)
- **Vol. 3: Technical Assistance, Dissemination, and Parent Information** (Book #R5351)
- **Vol. 4: Technology and Media Services** (Book #R5352)
- **Vol. 5: State Improvement** (Book #R5353)

Order your copy from CEC by calling 888/232-7733 or by accessing the order form on the Web at www.cec.sped.org/bk/catalog/form.htm.

Cost: $9.00 per volume

An Organization in Transition — CEC and Governance Restructuring

BY WILLIAM K. BOGDAN

As our delegates begin to prepare for this April's Delegate Assembly, it is critical that each of us become familiar with the proposed governance restructuring plan and the purpose of this important change. It is also imperative that we understand that "business as usual" will not maintain CEC's leadership in the future.

Please take the time to talk among your federation, branch, and division leaders to better understand the proposal. Read the information shared with your federation, branch, and division leaders. And, visit CEC's Web site, www.cec.sped.org, for articles, charts, and answers to the most frequently asked questions. CEC is at an important crossroads. Actively join us in creating our future!

Following are answers to some of our membership's most frequently asked questions.

Has CEC developed a transition plan to convert from the current governance structure to the proposed new structure?

As with all transitions, there is a period of time when we become uncertain about the implementation of a new structure. This is true for CEC. If the Delegate Assembly approves the governance changes, the new structure will take effect July 1, 2000. The Governance Standing Committee has developed a transition plan that will allow us to move from the old governance structure to the new plan.

The plan has been distributed to the presidents and governors of each of CEC's federations, branches, and divisions and is available for your review from your unit leader or from CEC (Karen Ulans, 888/CEC-SPED ext. 487, karenu@cec.sped.org).

Please review the plan so you may be more fully aware of the transition plan that will need to be implemented in order to have an effective and efficient governance structure in place on July 1, 2000.

How will the new governance structure bring added value to CEC members?

CEC's leadership is manifested in the work it does in public policy; advocacy; establishing standards for the profession and practices in the field; developing and promoting quality products; and promoting equity in services to students, families, and members. To maintain effectiveness, the manner in which CEC promotes its leadership position must be timely and relevant to its members.

Our current decision-making practices are cumbersome and slow. When our current system only allows for one policy-setting meeting each year (through the Delegate Assembly), CEC cannot be as responsive to the field; and while we are not responding, other organizations are filling the gap.

CEC's value to its members rests with our ability to meet their needs. One way to do that is by promoting practices and policies that guide the field and support the work and position of practitioners. To do that, a governance structure needs to be fluid and accountable. CEC must have in place a structure that brings value to its members, and the proposed governance structure will do this.

How will our members' voices be heard?

By introducing a more flexible governance structure that includes the use of technology, each CEC member will have a vehicle to express his or her thoughts and opinions.

Structures must also be in place at the local, regional, state, and provincial levels that will give each member a strong voice.

Several additional structures will further enable members to voice their opinions and provide feedback as CEC works on their behalf. Through technology, CEC will reach out to tap the opinions of members. Through surveys, on-line threaded conversations, focus groups, discussion forums, and Web page information sharing, CEC members will be more informed.

Also, the new Representative Assembly will give members a stronger voice in establishing policy and direction for the Board of Directors and CEC. The Representative Assembly will provide the forum for discussion, debate, and identification of issues related to the field. With this process, decision-making will be more understandable and more observable.

And at the federation, branch, and division levels, parallel structures will offer members a forum to contribute to the larger voice of special education. Each member will have a voice in selecting CEC's leaders. This is the first time in CEC's history that members can vote directly for Board of Directors and officer leaders. Through restructured governance, CEC members will have more involvement in the important decisions CEC needs to make. And with that involvement, members will feel that CEC is truly their organization. □

William Bogdan is the 1999-2000 CEC President and assistant superintendent of the Hamilton County Educational Service Center in Cincinnati, Ohio.

Classified Ad

Sound Reading from ISRP — The Ithaca Sound Reading Program assures that struggling readers learn the strategies, including phonemic awareness, of fluent readers. Not phonics, but a scientifically designed program proven to end reading difficulties for most LD students, ages 7 to 17, for $20. The missing piece in most reading programs. ISRP, 379 Turkey Hill Rd., Ithaca, NY; 800/716-2887; www.SoundReading.com.

CEC Convention and CEC/DISES World Congress
Pre-Registration Form — Hassle-Free

Register now for the 2000 CEC Annual Convention & Expo — *One World: Building Tomorrow Together* — at the Vancouver Convention Centre in British Columbia, Canada, April 5-8, and the preceding Special Education World Congress, April 4-5.

Please completely and clearly type or print the information requested below. Your badge and confirmation information will be taken directly from this form.

Print Your Name and Address Here: H00246

First Name _____ Last Name _____ Badge Name _____

Position and School District or Organization _____

Address _____

City _____ State/Province _____ Zip/Postal Code _____

Area Code/Daytime Phone # _____ Country _____

FAX Number, including area code _____ E-mail Address _____

If CEC member, please provide CEC ID number _____

Please Register Me for the Following (see page 14 for prices):

1a. Special Education World Congress (SEWC)
Pre-Registration (April 4 - 5) ..... 1a. $_____

–OR–

1b. Pre-Convention Workshop Pre-Registration (April 5):
Choice #1_____ or Choice #2_____ ..... 1b. $_____
(Workshop numbers are listed on page 2.)

2. Convention Pre-Registration (April 6 - 8): ..... 2. $_____

3. Educational Site Visits*
Tour # ___ # Attending ___ x $22 (USD)/$33 (CDN) per person = 3a. $_____
Tour # ___ # Attending ___ x $22 (USC)/$33 (CDN) per person = 3b. $_____
**For a description of educational tours offered call CEC, 888/232-7733, or see the CEC Web site, www.cec.sped.org.*

4. Teacher of the Year Luncheon
Attending ___ x $30 (USD)/$45 (CDN) per person = ... 4. $_____

5. 2001 Gala
Attending ___ x $20 (USD)/$30 (CDN) per person = ... 5. $_____

TOTAL DUE (from above in U.S. or Canadian Dollars)
(1a OR 1b + 2 + 3a + 3b + 4 + 5 = ... $_____

❑ Check (payable to CEC) ❑ Visa ❑ MasterCard ❑ Discover
Credit Card # _____
Expiration Date or Purchase Order # _____
Signature _____ Date _____

Registration Guidelines & Information

Please register only once! This pre-registration form must be **postmarked no later than March 5, 2000.**

Confirmation letters will be sent out within 15 business days after receipt of full payment.

Pre-Registration Rates & Payments
See page 14 for a complete listing of rates.

Pre-registrations may be paid in U.S. or Canadian dollars.

Attention Canadian Constituents: If you are paying by personal or bank check, please pay the CDN$ amount listed. You may be billed any variance in the exchange rate at the time of processing.

Attention foreign constituents: If paying by credit card, please pay the US$ amount listed. Fees will appear on your statement in your currency at the prevailing exchange rate on the day of processing.

Cancellations/Refunds/ Returned Checks
Cancellation requests must be received in writing before March 5, 2000. Refund checks will be issued after May 21, 2000. A $30 administrative cancellation fee will be deducted from refund checks. A $25 fee will be applied to all returned checks.

Accessibility Assistance at Convention
If you require accessibility assistance, call 703/264-3516.

Group Rates & Housing Information
See the CEC Web site, www.cec.sped.org, or call CEC Constituent Services, 888/CEC-SPED, for more information.

Send Registration to:
By Mail — CEC 2000 Convention
P.O. Box 79026
Baltimore, MD 21279-0026

By Phone — 888/232-7733 or
TTY: 703/264-9446

– OR –

By FAX — 703/264-9494

Attendee Pre-Registration Rates
SEWC & CEC Annual Convention & Expo

Rates increase 20% after March 5, 2000.

CEC Member Type	SEWC April 4-5		Pre-Convention Workshops (#1-#17) April 5		IDEA Workshop #18 April 5		Follo Writers Workshop #19 April 5		Convention Pre-Registration April 6-8	
	US$	CDN$	US$	CDN$	US$	CDN$	US$	CDN$	US$	CDN$
Member	109	162	130	193	65	97	250	371	189	281
Nonmember	119	177	165	245	83	123	400	594	249	370
New Member*	—	—	—	—	65	97	250	371	269	399
Student Member	59	88	100	149	50	74	—	—	99	147
Student Nonmember	69	102	120	178	60	89	—	—	129	192
Life/Ret/ Assoc	54	80	100	149	50	74	150	223	95	141

*Includes membership for one year!

Convention & Expo, *from page 5*

- **Paraeducators and Teachers in Inclusive Settings** — Focuses on training and policy issues regarding the paraeducator's role. And addresses standards, supervision, and ethics regarding the use of paraeducators for instruction.
- **OSEP Strategic Directions** — Highlights the Office of Special Education Program's priority areas — early intervention for infants, preschool services, opportunities in elementary school concentrating on early reading and behavior, access to the general education curriculum, and graduation and access to higher education.
- **Educating Children with Autism** — Presents new findings on autism, including methods to blend intervention goals into natural environments, inclusion, and teaching social skills to children with autism.
- **Future Improvement of Native Education and Student Success** — Gives instructional practices for native students, as well as information concerning the differing strengths and weaknesses of Native and non-native students. Also addresses the knowledge systems, cultural values, and learning styles that should be considered when determining interventions.
- **Asians and Pacific Islanders: Culturally Responsive Services and Issues** — Discusses strategies for assessment, placement, instruction, programs, and services for families at various junctures of the acculturation process.

** Participants can earn CEUs for attending strands.*

Expo Excitement

Technology Resources

- **Meeting Standards with IntelliTools Math** — Shows how to use the computer to teach basic math skills. The software correlates with standards and popular textbooks. Participants receive a free copy of the software.
- **Hands-on Lab — IntelliTalk II: The Next Generation in Word Processing** — Demonstrates how to customize writing activities to meet the needs of individual students. Combines text, speech, graphics, and sound to improve reading and writing skills.
- **The Comprehensive Data Management, Reporting, Referral, Evaluation, Placement, IEP Solution by Tranquility** — A comprehensive, flexible, student information/IEP software program that can be customized. The program interfaces with existing student information systems to maintain and report against district-wide records.
- **What You Need Now: New Software to Facilitate the Reading Process by WYNN** — A new reading software program that combines verbal

Continues on page 15

Millennium, *from page 9*

Finally, special education will see a continued emphasis on self-determination. In addition to helping students overcome their deficit area, special educators will help students learn how to learn. Special education teachers will teach students different ways to access, process, and recall information, says Pat Beckman, facilitator for the Jordan, Utah, School District's School-to-School Project and CEC's 1999 Clarissa Hug Teacher of the Year.

The millennium. The very word conjures visions of hope and prosperity. For special education and the students it serves, the millennium produces visions of students who are able to succeed beyond their dreams, who can learn and demonstrate all their potential, and who will enter the workforce as contributing citizens we all look to with admiration and respect. □

Convention & Expo, *from page 14*

and visual input to enhance reading. Teachers can tailor information to meet students' individual processing styles.

- **Inclusion through Adaptive/Assistive Technology by IntelliTools** — Assistive products that promote independence, inclusion, and accessibility. All participants receive the IntelliTools Teacher Resource CD-ROM.

Surf City

CEC is expanding its hands-on instruction in Web technology at CEC's Web center, Surf City. Attendees can learn not only the basics of surfing the Web but can also delve deeper into Web offerings. New sessions include "Web 202" for advanced Web techniques, "Tapping the Internet," and demonstrations of IEP software.

General Special Education Resources

- **Best Practices: Using Taped Textbooks as an Accommodation for Students with Learning Disabilities** — A hands-on workshop that shows how to use tape players and navigate taped textbooks. Also demonstrates listening strategies that allow students to use taped textbooks more effectively.
- **Teach Me, I will Remember: Simply Phonics: Discover the Easy Two-Step Decoding Process** — A 77-lesson multi-sensory approach, complete with diagnostics, to teach reading, writing, and spelling that incorporates direct instruction.
- **Kids Love It! Learning Games for Skill Development in Multi-Age Classrooms** — Shows different ways to engage other students while working with a small group. Also gives examples and shows how educational partner activities and games develop and maintain critical thinking, reading, language arts, math, and social studies skills.
- **Teaching through the Senses** — Demonstrates that arts-based instruction is another way for students to learn and express themselves. Attendees will receive lesson ideas developed by special education teachers and a complimentary package of Crayola products.
- **Everyone Can Make Music: Music Activities to Promote Development in Students with Severe Disabilities** — Shows how music in all forms enhances the development of language, cognitive skills, social/emotional growth, and motor skills.
- **Helping Middle School Students Master Essential Reading Skills** — Shows how sequenced lessons combined with direct instruction helps students reading two or more years below grade level grow 15-18 months a year. Includes strategies for teaching comprehension and decoding skills.
- **Turn LD Students into Writers: Note Taking, Paragraph Writing, Essay Writing** — Demonstrates techniques to teach and reinforce note taking and writing skills along with strategies to improve reading comprehension through note taking and writing. Includes a variety of graphic organizers and aids that enhance the writing process and games that teach and reinforce concepts.

Special Events

Awards Ceremony

Help us celebrate those who have made outstanding contributions to special education, as well as the students with disabilities who have made significant achievements in their lives. The following awards will be presented at the CEC Awards Ceremony, Fri., April 7 at 1:30 p.m., before the Delegate Assembly:

- J. E. Wallace Wallin Special Education Lifetime Achievement
- Clarissa Hug Teacher of the Year
- CEC Outstanding Leadership
- CEC Special Education Research
- CEC Outstanding Public Service
- CEC Unit Awards
- CEC Yes I Can! Student Awards
- Student CEC Awards

Teacher of the Year Luncheon

One of our most popular events is the annual Teacher of the Year Luncheon, to be held on Sat., April 8 at 11:30 a.m to 1:15 p.m. The luncheon offers attendees a wonderful opportunity to celebrate the exceptional work of CEC's federation and division teachers of the year. In addition to meeting these outstanding special educators, attendees are treated to an inspiring address by our keynote speaker as well as entertainment. Order tickets by calling 888/232-7733, check Teacher of the Year Luncheon on your registration form, or access CEC's Web site at www.cec.sped.org.

CEC Gala and Silent Auction

Nothing brings people together like good old fashioned fun, and that's exactly what you'll have at CEC's culminating activity — our show-stopping gala. Old and new friends take this opportunity to let their hair down and their "wild side" emerge for an evening of dining, dancing, and entertainment. Plus, you can bid on a cornucopia of exciting items at the CEC Silent Auction. □

BEST COPY AVAILABLE

CALENDAR OF CEC events

february

February 20-22, 2000
Alabama CEC Federation Conference. Bryant Conference Center, Tuscaloosa, AL. Contact: Polly Parrish, 6800 Bayou Run, Spanish Fort, AL 36527, 334/626-3480, e-mail: pparrish15@aol.com.

February 24-25, 2000
Manitoba CEC Federation Conference, "Celebrating Exceptional Children." International Inn, Winnipeg, MB. Contact: Kim Campbell, Box 81, Grp 326, RR 3, Selkirk, MB R1A 2A8, Canada, 204/669-4490 (O), 204/757-4597 (H), FAX 204/668-9343.

February 24-26, 2000
"18th Annual Midwest Symposium for Leadership in Behavioral Disorders." Hyatt Regency Crown Center, Kansas City, MO. Contact: Kirsten McBride, PO Box 40001, Overland Park, KS 66204, 913/492-8755, FAX 913/492-2546. This is a CCBD-approved regional activity.

February 25-26, 2000
South Carolina CEC Federation Conference, "Facing the Future Together." Ocean Dunes/Sand Dunes, Myrtle Beach, SC. Contact: Beverly Neal, 160 Wylie Street, Chester, SC 29706, 803/635-3225 (O), 803/385-3479 (H), FAX 803/635-4825, bevneal@hotmail.com.

February 28-29, 2000
Minnesota CEC Federation Conference, "Visions for the New Millenium." Northland Inn, Brooklyn Park, MN. Contact: Jan Manchester, 8703 Kimbro Ave N., Stillwater, MN 55082, 651/293-8923 (O), 651/439-1376 (H), FAX 651/228-4731, e-mail: jmanches@eta.k12.mn.us.

march

March 2-3, 2000
New Mexico CEC Federation Conference, "Back to the Future." Hoffmantown Baptist Church, Albuquerque, NM. Contact: Nancy Kilpatrick, e-mail: kilpatrick@aps.edu; or Kathie Good, 126 W NM 267, Portales, NM 88130, 505/359-0897, e-mail: jbkid@pdr-pip.com. Keynote speaker: Dr. Humor.

March 2-3, 2000
Arizona CEC Federation Conference, "Meeting the Challenge: Standards-Based Education for All." YWCA Leadership Development Center, Phoenix, AZ. Contact: Jane Williams, ASU West Campus, College of Education, Mail Code 3151, PO Box 37100, Phoenix, AZ 85069-7100, 602/543-6448 (O), FAX 602/543-6350, e-mail: jane.williams@asu.edu.

March 2-4, 2000
Kentucky CEC Federation Conference, "Working Together for All Children." Executive Inn, Louisville, KY. Contact: Barbara Ungvary, 151 S. Locust Hill Dr., Lexington, KY 40517, 606/381-3546 ext. 1302 (O), 606/335-9196 (H), FAX 606/381-3560, e-mail: bungvary@fayette.k12.ky.us.

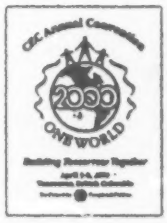
March 15-16, 2000
New Hampshire CEC Federation Conference, "Legal Update, Promising Practices." Sheraton, Portsmouth, NH. Contact: Dawn-Marie Neuguth, PO Box 966, Amherst, NH 03031, 603/673-8944 ext. 333.

March 17-18, 2000
Iowa CEC Federation Annual Conference, "Recognizing Diversity," Savory Hotel in Des Moines, Des Moines, IA. Contact: Sue Cutler, Morningside College, Sioux City, IA, 712/274-5106 or 800/831-0806.

March 23-25, 2000
Missouri CEC Federation Conference, "All Aboard! for the 21st Century." Tan Tar A Resort, Lake of the Ozarks, MO. Contact Linda Giger, 803 Sycamore Drive, Rolla,, MO 65401, 573/364-1329 (O), 573/364-0235 (H), FAX 573/364-0794, e-mail: lgiger@rolla.k12.mo.us.

april

April 4-5, 2000
Special Education World Congress 2000. Vancouver, BC. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org.



April 5-8, 2000
CEC Annual Convention & Expo. Vancouver, BC. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org.

may

May 5-6, 2000
CCBD Fourth Biennial Southeast Regional Conference, "Addressing the Needs of Students with Emotional or Behavioral Disorders in the New Millennium." President Casino-Broadwater Resort/East, Biloxi, MS. Contact: John Sachs, CCBD Southeast Regional Coordinator, University of South Alabama, Department of Special Education, UCOM 3808, Mobile, AL 36688-0002.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
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Vol. 6 No. 6
March 2000

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EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

See the Special Insert to Learn About CEC's New Partnership

Last Chance for Convention and World Congress!

There's still time! Make your plans now to attend these two exciting events in Vancouver, British Columbia.

April 4-5 — CEC/DISES Special Education World Congress

Share ideas and discuss important trends and issues with international leaders in special education.

April 5-8 — CEC Annual Convention & Expo

Get the latest research and trends in special education through dynamic workshops, educational sessions, and skill-building strands.

Registration

Contact CEC for the latest information, 888/232-7733, TTY: 703/264-9446, or service@cec.sped.org. Or, see the CEC Web site, www.cec.sped.org.

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Delegate Assembly to Elect CEC Officers in April 12

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OSEP Provides Solutions to Improve Student Behavior

National education experts as well as parents and their children identified solutions and approaches to improving behavior in our schools at the summit "Better Behavior, Better Schools," coordinated by the U.S. Office of Special Education Programs (OSEP).

Behavioral disruptions reduce time students spend on academics, and schools lack the systems and programs to deal with poor behavior, said George Sugai, co-director of the Center on Positive Behavioral Interventions and Supports, University of Oregon, Eugene, and member of the Oregon Federation. Sugai encourages all schools to "work smarter, not harder" — use pre-existing resources to determine what they are currently doing, abort failing programs, and free up resources to implement new strategies.

While setting up behavioral intervention plans in schools is a daunting and complex task, summit panelists identified several characteristics of successful programs.

A Successful Behavior Plan

Each school and situation requires its own approach to encouraging positive behavior. According to Sugai, research shows that for any approach to work best, it should feature the following:

- Active, positive administrator/leadership.
- Team-based planning, implementation, and problem-solving. For elementary grades, teams can be based on the grade levels. For middle and high school, teams can center on content areas. Parents must be on the teams!

Continues on page 5

Report Gives Unbalanced Impression of Special Education Practices

A recently released report, *Back to School on Civil Rights*, by the National Council for Disabilities (NCD) cites the federal government and all 50 states for non-compliance with the Individuals with Disabilities Education Act (IDEA). CEC appreciates the work that went into the report and fully supports the need to ensure that the civil rights of children and youth with disabilities must be protected. However, CEC believes the report and its recommendations should be critically examined.

An Unbalanced Perspective

CEC agrees with the report's finding that instances of non-compliance in every state is a serious charge that must be remedied. CEC further supports the report's recommendation that the federal government take strong measures to ensure that states and districts that violate IDEA take immediate corrective action.

However, the report may give an unbalanced impression of the current state of special education. For example, the report fails to differentiate between widespread violations and isolated problems within a state. In addition, the report appears to give instances of non-compliance, such as failing to provide an appropriate education to children with disabilities, the same weight as

Continues on page 9

State Farm Good Neighbor Award — Martha Shields

Shields Connects Her Students to the World

From the city streets of downtown Bangkok, Thailand, to the bountiful rivers of western Ohio, Special Educator Martha Shields has been reaching students for nearly 30 years with her innovative approach to teaching.

In the early 1970s, Shields taught general education curriculum to military personnel and their families stationed in Bangkok. After students told her that finally they were able to succeed in school because they could understand her clear instruction, Shields was inspired to explore more innovative teaching strategies beyond the multimodality approach and one-on-one, individualized classroom instruction techniques she was already using.

Today, Shields is an intervention specialist for inclusion in the science program at Baker Junior High School in Fairborn, Ohio. In this role, she not only reaches her special education students with hands-on, contextual activities, but she "levels the playing field" for them by providing them with rich outdoor experiences in which her students shine.

"The learning disabilities that seem to 'glare and blare' in the classroom seem to 'disappear' or at least 'fade' in the field!" said Shields.

Project GREEN 101

Since 1991, Shields has brought the dynamic hands-on activities of Project GREEN to her students by way of an annual field trip and subsequent classroom activities. Project GREEN, a Global Rivers Environmental Education Network, is an international database of stream water quality assessment results. Students across the United States conduct chemical and biological analyses of the earth's river waters and then submit their findings to the database to be used in statistical reports that support environmental advocacy activities.

Decked out in hip-wading boots and life vests, Shields' students collect mayfly larva, crustaceans, and other macroinvertebrates in nets. They identify, classify, and count each sample. Students then put the count into a formula to determine how clean or polluted the river is. While students conduct chemical and physical tests of their river samples, they learn how to conduct safe science experiments and discover that "looks can be deceiving" — very clear water can be very contaminated, and very muddy-looking water can actually be very pure in quality.

Science Lessons that Teach Much More

Due to the nature of the work, students learn more from Project GREEN than they bargained for. They learn to work as a team to accomplish common goals. They also develop stronger communication skills with each other and with their teachers.

Because students learn at all levels — from simple recall of necessary information to analysis and synthesis of the data — students can apply the experience to real-life situations. For example, students grasp how different parts of the environmental chain affect each other.

"If we shut down factories, then we lose jobs and increase unemployment," they say. "If we increase factory environmental-care costs and taxes, product prices increase. If we do nothing to help the environment, health problems intensify."

Shields' students also write political action letters and discover how they can connect their lives to the legislative workings of the U.S. government.

Coupled with advanced science experiments, Shields' students use a variety of technologies throughout their experience. They record their activities with digital, 35mm, and video cameras. Back in the classroom, students incorporate these recordings into various portions of their PowerPoint presentations and political and environmental posters.

For many of Shields' students, these field trips also provide valuable social experiences that some have never had. Some students have never been to a state park. Others have never been on a family picnic or gone on a hike. Like a river, Shields' innovative teaching approach flows into her students' thinking and connects them to their world throughout their lives.

How to Start Project GREEN in Your Classroom

To start a similar program in your school, contact Earth Force at 703/299-9400, e-mail: earthforce@earthforce.org, fax: 703/299-9485, Web: www.earthforce.org/green, or mail: Earth Force, 1908 Mount Vernon, 2nd Floor, Alexandria, VA 22301. You can also e-mail Shields at mshields@fairborn.k12.oh.us.

The Award

The State Farm Good Neighbor Award for special education was developed in cooperation with CEC. Each of the 12 recipients receives a $5,000 check payable to the educational institution of the recipient's choice, recognition in national publications, and a commemorative plaque at a special ceremony at his or her school. Shields will give her $5,000 award to her school to purchase technological equipment that will continue to "level the playing field" for her special education students.

CEC congratulates Martha Shields on her innovative contributions to the education of exceptional children and youth. □

CEC @ Your Service! — Make Your Career Connections

CEC brings members several outstanding online features to help you advance your career, find qualified colleagues, and access a network of expert special educators. CEC's Career Connections is the only job bank on the Internet devoted exclusively to special education professionals. Members can access three programs:

- **JobMatch.**
- **ResumeMatch.**
- **CEC Consultant, Trainers, and Expert Witness Directory.**

Access these features from the CEC Web site, www.cec.sped.org, by selecting "Career Connections" on the sidebar.

JobMatch

JobMatch is an online, searchable listing of job vacancies in all areas of special education. Job seekers can easily look for a job by searching company/school location, job setting, required areas of expertise, age group of student body, or keyword in the job description. Hiring organizations can post their positions at a cost much less than traditional recruiting methods. CEC members can search this database for free! Listings are added weekly, so make this site one of your bookmarks.

ResumeMatch

ResumeMatch is a searchable database of resumes submitted by special educators interested in employment in all areas and settings. Employers search this resume database to find qualified professionals. Use this member benefit to find your next career opportunity. This service is free for CEC members registering online! Your resume will reside in the database for one year, and you will be contacted after six months to update your information if necessary. A confidentiality feature allows candidates to select up to three schools or organizations to exclude from reviewing their resume.

Consultant, Trainer, and Expert Witness Directory

This directory provides an online listing of special education consultants, trainers, and expert witnesses from such varied professional backgrounds as teaching, administration, support services, and others.

The directory allows you to customize your free search for the right individual. Unlike printed directories, you can define the criteria used to locate consultants. For example, you can search by specialty, license and certifications held, expert witness experience, geographic location, or keyword. The database also includes detailed descriptions of services offered by each participant. Only CEC members are eligible to be listed in the database. □

CEC Career Connections is managed by Resume-Link, the leader in resume referral database services.

Keep Your Membership Information Up-to-Date

Help us better serve you by keeping your CEC membership record up-to-date. Follow these tips when submitting your membership application or renewal:

- Print all information clearly.
- Fill out forms completely.
- Include your CEC membership identification number.
- If using your home address, please do not fill in your school or agency name.
- Provide your office, home, and fax numbers plus your e-mail address. (This information is not provided to outside vendors.)
- When renewing, use the same name as on your original membership. Our database cannot match given names with nicknames, such as "Robert" to "Bob."
- Moving? Please give us your new address so that your publications and other materials will be properly routed to you.

For any changes in your membership, contact CEC's Constituent Service Center at 888/CEC-SPED or service@cec.sped.org.

Thank you for helping us serve you better!

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Advocacy in Action

President Clinton Highlights Education for His Last Year

In his final State of the Union address, President Clinton highlighted a number of education issues that are reflected in his FY 2001 budget. Although the president's initiatives do not specifically target children with special needs and those with gifts and talents, any additional funding for education programs that would positively impact students would directly benefit students with exceptionalities as well.

- The largest expansion ever of after-school and summer school programs, to ensure that every child in every failing school can get extra help to meet high standards.
- The largest increase in Head Start in U.S. history and a $600 million Early Learning Fund to improve child care quality and early childhood education for children under five years old.
- A dramatic increase in accountability in public schools by doubling funding to turn around low-performing schools and rewarding states that improve academic achievement.
- A $1 billion teacher quality initiative, "Teaching to High Standards," to help states and districts recruit, train, and reward good teachers.
- A substantial increase in funding to continue efforts to reduce class size by hiring 100,000 new highly qualified teachers.

CEC has been working diligently as part of the Committee for Education Funding in advocating for improved educational programs for all children, and we will continue to do so as the 106th Congress works through the FY 2001 budget process.

Clinton's FY 2001 Budget Request Includes Small Increases for Special Education Programs

President Clinton released a $41.1 billion federal budget for education in FY 2001 — the largest jump in discretionary spending in the history of the U.S. Department of Education. This budget includes a total of $6.4 billion for special education programs, a 5.5 percent increase over the FY 2000 level. Following is the administration's FY 2001 budget request for special education programs under IDEA (in millions):

- State and Local Grant Program $5,280.0
- Preschool Grants (Section 619) 390.0
- Early Intervention Program (Part C) 383.6
- IDEA Part D Support Programs
  - State Improvement Grants 45.2
  - Research and Innovation 74.4
  - State Technical Assistance 53.5
  - Parent Training and Information 26.0
  - Technology and Media 34.5

If approved, the administration's FY 2001 budget request would provide an average of $827 per child under Part B (state grants), and states would receive 13 percent of their average per pupil expenditure.

While CEC is encouraged by the continued increases in funding for Part B over the past few years, we will continue to push for full funding of Part B in support of the resolution passed by CEC's Delegate Assembly in April 1999.

For Section 619, preschool grants, the president's request for level funding fails to keep pace with the growth in the program. An increasing number of children are served under this program each year, so state and local governments are picking up the remaining costs of this critical program.

For Part C, the amount requested falls far short of addressing the need for services. Expert evidence has shown the vital importance of the earliest possible intervention for infants who have disabilities or who are at risk of developing them.

Although the president recommended small increases for several of the support programs under Part D, CEC knows that these programs are critical to the overall success of our nation's students with special needs. To that end, CEC will distribute its book, *FY 2001 Federal Outlook for Exceptional Children*, to members of Congress earlier than usual this year. This book provides in-depth information on each of the programs under IDEA, as well as CEC's funding recommendations.

CEC's Headquarters staff and our Children and Youth Action Network (CAN) coordinators will distribute the book to Congress and other interested persons during the next few months. We will again meet with members of Congress during the upcoming CAN Workshop/Legislative Summit, to be held in Washington, D.C., from July 15-18, 2000. For more informatic n about this important meeting, contact CEC's Public Policy Unit at 703/264-9498. □

CEC, PACER, and NASDSE Honor National Legislators and Special Education Advocates

Members of the 106th Congress celebrated this past year's public policy accomplishments for children with exceptionalities at a reception held in their honor in Washington, D.C., late January. Attending legislators reinforced their intentions to continue pushing for effective legislation.

Sen. Tom Harkin, D-Iowa, addresses fellow advocates.

Senators Trent Lott of Mississippi and Tom Daschle of South Dakota sponsored the reception along with CEC, the National Association of State Directors of Special Education, and the Parent Advocacy Coalition for Educational Rights Center.

Senators Tom Harkin of Iowa, Jim Jeffords of Vermont, and Paul Wellstone of Minnesota; representatives Steny Hoyer of Maryland, Dale Kildee of Michigan, Jim Nussle of Iowa, and John Porter of Illinois; and disability advocate Justin Dart celebrated with the gathering of educators and advocates during the evening's festivities.

- Long-term commitment and high priority given to improving behavioral support.
- Functional approach to problem-solving and action planning in all settings.
- Research-validated practices.
- A systems approach. Address the parts as well as the big picture.
- Data-based planning and decision-making.
- A full continuum of behavioral support.

Build a Culture of Competence

A school that enables students to actively participate in controlling the climate can successfully implement its behavior intervention plan, says Sugai.

"When all kids know the rules, kids can use the rules with each other, because kids know other kids know the rules," said Sugai.

Programs that have met the most success have been led by teams of educators who

- Actively teach how to be respectful.
- Define behavior expectations and post them clearly around the school.
- Monitor student behavior and follow up.
- Acknowledge and reward appropriate behavior.

A Case Study — Fern Ridge Middle School

Several years ago, Fern Ridge Middle School in Elmira, Ore., faced more than 7,000 discipline referrals in one school year — reaching more than 100 a week at times. Students were not learning in this negative environment. Staff members were working against each other, and at-risk students spent more time in the office or out of school than in the classroom. And parents felt unwelcome.

Susan Taylor Greene, principal of the school and member of the Oregon Federation, gathered a group of her colleagues and garnered the support of PBIS to change the school's environment. Together they established the "High Fives" and the School Climate Committee (SCC).

The High Fives are clear expections educators established for the entire school community. These expectations of all students, faculty, and staff in all school contexts are

- Be respectful.
- Be responsible.
- Be there. Be ready.
- Follow directions.
- Hands and feet to self.

The SCC — which includes teachers, administrators, and parents — designed a training program that they conduct at the beginning of each school year. Students learn how these expectations apply in all contexts, including the classroom, hallways, cafeteria, bus area, and media center. The SCC meets regularly and reviews outcome data twice a month, which they incorporate into the daily operation of the school.

With the program in place, Fern Ridge Middle School has seen a 68 percent reduction in discipline referrals over the past four years. In addition, teachers, staff, and students use consistent expectations, students are held accountable, and teachers can be proactive. And now that the number of office referrals are not so overwhelming, Greene can follow up with at-risk students and engage with them personally to let them know they are important.

A Family Approach to Challenging Behavior

Summit panelists also discussed the Regional Intervention Program (RIP), which makes families and parents the primary change agents in a student's behavior.

"Challenging behavior is a family problem and a family solution to it is best," said Matthew Timm, director, Early Childhood Intervention Study, Tennessee Voices for Children.

In place since 1969, RIP has seen its strategies positively impact the lives of families and their children well into adulthood. RIP encourages parents to

- State expectations in advance.
- Catch their children being good.
- Present limited, reasonable choices to help children learn responsibility.
- Say when.
- Stay in control. Decide whether to respond or ignore particular behavior.
- Wait for neutral time.

Continues on page 15

Resources for Better Behavior in Schools

CEC's Safe Streets, Safe Schools Initiative

Join CEC and numerous organizations and individuals in this initiative to promote school and community safety by providing alternative programs and supports for students who engage in dangerous behavior rather than expelling or suspending them. The initiative also proposes that alternative programs address students' educational, psychological, and/or mental health needs.

If you or your organization would like to join this initiative, contact CEC, 703/264-9409, bethf@cec.sped.org, or see the Web at www.cec.sped.org/pp/safe.htm for more information.

OSEP Center on Positive Behavioral Interventions and Supports (PBIS)

OSEP established the PBIS center to give schools information and technical assistance to identify, adapt, and sustain effective school-wide disciplinary practices. For more information, contact PBIS at Behavioral Research & Training, 5262 University of Oregon, Eugene, OR 97403-5262; 541/346-2505; fax: 541/346-5689; pbis@oregon.uoregon.edu, or Web: www.pbis.org.

Fern Ridge Middle School's "High Five" Program

The High Fives are basic expectations that apply to all students, teachers, and staff in all aspects of school life. For a brochure or more information, contact the School Climate Committee, Fern Ridge Middle School, 88831 Territorial Road, Elmira, OR 97437; 541/935-8230; or fax: 541/935-8234.

Regional Intervention Program (RIP)

RIP is a parent-implemented program for families with concerns about their young child's behavior and trains family members to work directly with their own children. For more information, contact RIP, 3411 Belmont Blvd., Nashville, TN 37215; 615/963-1177; fax: 615/963-1178; ripexpn@aol.com; or Web: www.tyc.state.tx.us/prevention/rip.htm.

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CEC & FEC Partner to Improve Member Benefits

The Foundation for Exceptional Children (FEC) was restructured on December 1, 1999, to coordinate CEC and FEC's efforts to provide the very best for our members and the youth we serve. FEC will continue many of its current programs, such as the Yes I Can! student awards and the teacher mini-grant program, as well as enhance many of CEC's activities.

FEC will sharpen its fundraising through private individual donations, corporate/business grants and sponsorships, funds from other foundations, fundraising activities connected to CEC membership, a planned giving program, and an endowment fund. FEC will also raise funds for CEC sponsorship of programs, projects, product development, professional development activities, and the improvement of standards for the field.

CEC will continue to raise external funds through grants and contracts as well as joint ventures with other associations and organizations. With this cooperative fundraising effort, CEC and FEC will be able to expand programs, professional development experiences, and technical assistance for members, while also continuing to recognize students with exceptionalities and the innovations that enhance their education.

TAKE IT FOR granted

Model Gifted and Talented Programs — The Education Department (ED) invites applications under the Jacob K. Javits Gifted and Talented Students Education Program to build K-12 schools' capacity to serve the needs of students with gifts. ED will favor projects serving students left out of traditional gifted and talented programs. Eligibility: State and local education agencies, higher education institutions, and other public and private entities. Deadline: April 24. Contact: Kelley Berry, ED/OERI, 555 New Jersey Ave., NW, Washington, DC 20208-5645, 202/219-2096, fax: 202/219-2053, kelley_berry@ed.gov, or see the Web, www.ed.gov/funding.html. (CFDA #84.206A)

Chapter #960 in Kentucky — A Student CEC Chapter Success Story

BY KRISTEN WALLITSCH

Much hard work and time goes into creating a successful chapter. Looking back on all the accomplishments that have occurred through the work of Student CEC members is a wonderful feeling. But how do chapters accomplish so much? I would like to share with you the story of one successful chapter and the reasons why it has accomplished so many of its goals.

Chapter #960 from Western Kentucky University has been working hard over the last few months fulfilling an agenda it set during the summer before school began.

Chapter #960 began the year with a membership drive. They invited campus members for coffee and doughnuts in the morning and pizza and soda in the afternoon. During the day's events many people stopped in to hear what they had to say during presentations given by current CEC members. As a result of their teamwork and dedication, they increased their membership by about 25 members.

Keeping membership uppermost in their minds, they moved on to their next project. The chapter was given the chance to work a concession stand during football season. The money they raised will be given to an organization of their choice that benefits children with exceptionalities.

Chapter #960 continued their hard work by implementating their next big project, the Job Fair. The purpose of the job fair was to invite students with special needs, who will soon be looking for work, to the college for a fun day of learning about interview and job skills. Nearly 200 students from 12 area high schools attended the fair. The Corvette Museum even donated a Corvette for the day to use in photographs, and the local news station covered the event on the evening news.

Western Kentucky's Student CEC chapter is also working with college students in Austria. The Austrian students tell of their experiences as they get closer to entering the field of special education in their country.

Along with all of the wonderful activities taking place because of Chapter #960's initiative and commitment, they still manage to have biweekly meetings. It is hard for many college students to fit meetings into their busy schedules, but Western Kentucky's loyal members find the time.

Because of student chapters such as Western Kentucky University, the spirit of CEC is alive on many college campuses. The efforts and hard work of all Student CEC chapters does not go unnoticed, and they make a difference in the lives of children all over the world. Thank you Student CEC! □

Kristen Wallitsch attends Bellarmine College in Louisville, Ky., where she is a member of CEC Chapter #605. She is also vice-president of communications for Student CEC.

Student CEC Thanks Its Advisors

Many unforgettable events and activities occur within Student CEC chapters, but how does it all begin? It couldn't happen without the help of Student CEC advisors. Every Student CEC chapter has an advisor who is a member of the college where each chapter exists. Advisors help make decisions and provide experienced opinions about occurrences within each chapter.

It takes a great deal of time and commitment on the advisors' part to make a successful chapter. This all happens simultaneously with all of their other responsibilities piled high on their desks. Student CEC extends a warm and heartfelt thank you to all Student CEC advisors. Without your support and guidance, many of the chapters would not be where they are today.

CEC Welcomes You to Vancouver!

BY HELLEN BOGIE

On Canada's West Coast, nestled between the rugged Rocky Mountains and the brilliant blue Pacific Ocean, you'll find a city that defies categorization — Greater Vancouver.

Vancouver is a unique blend of cosmopolitan amenities, natural splendors, and cultural attractions. The scenery is unmatched, as are the recreational opportunities. In no other city can you go snow skiing in the morning, take a balmy walk on the beach in the afternoon, and enjoy celebrated live entertainment in the evening.

Vancouver is truly a spectacular meeting location for CEC. The city is safe and clean, with streets and city parks in full blossom with 40,000 cherry trees. This setting provides a time for "reflection" of the past year as well as an inspiration for the gathering of information and ideas to plan for the future — an appropriate time to get off the treadmill and re-energize with friends and peers in the field of education.

I feel that it is particularly apropos that at this time in CEC's history, as we are at a major crossroads in determining our future, we meet in Vancouver, Canada. In her inaugural address to the Canadian nation in October 1999, Governor General Adrienne Clarkson quoted John Ralston Saul as stating that "the central quality of the Canadian state is its complexity. It is a strength and not a weakness that we are a permanently incomplete experiment built on a triangular foundation — aboriginal, francophone and anglophone. Grand Chief John Kelly spoke of the circle of the Ojibway Nation as getting bigger and bigger, and "although you may feel that you have nests somewhere else, in reality you are right here with us." Everybody who attends the World Congress and the CEC convention will be part of this "circle."

The CEC convention provides us with the opportunity to rejuvenate, share ideas, socialize, and discover the latest offerings in the field of special education. We can build our expertise and take away a better understanding of why we do what we do and become motivated once again to take on the challenges we face. This is what gives our organization its resonance, its depth, and its strength.

Canada is a nation of dreams, a country with the reputation of dreaming life into being. Journey to Vancouver and experience the openness and adventure of this beautiful city and its peoples. □

Hellen Bogie is CEC's president elect and program chair of the 2000 CEC

Effective Strategies for Recruiters and Job Seekers to Be Presented at CEC's Convention

The National Clearinghouse for Professions in Special Education (NCPSE) will offer a host of sessions for recruiters and job seekers on April 6 and 7 in Vancouver.

How Do School Districts Hire and Keep the Special Educators They Want? — Hear the recruitment and retention strategies being used at district and state levels.

Tools for Employers and Job Seekers — Explore the NCPSE Web site with its job banks, licensing agencies, and salary data.

Where Is the Money to Become a Special Educator? — Explore the Internet to find money from the federal Office of Special Education Programs and other sources.

Which Special Educators Stay In the Field? ... And What Keeps Them There? — Look at the profiles of special education teachers who choose to remain in special education.

Where Are Special Education Preparation Programs? — Learn to navigate the Institutions of Higher Education Special Education Database.

For more information, visit NCPSE's exhibit in the convention center or contact NCPSE, 800/641-7824, TTY: 703/264-9480, or ncpse@cec.sped.org.

Multicultural Summit at Convention

The 2000 Multicultural Summit will be held on Sat., April 8, 2000, in Ballroom A of the Vancouver Convention Centre. Summit participants will discuss the educational needs of culturally and linguistically diverse populations in Canada as well as CEC's proposed diversity goals. The proposed goals have been developed from work conducted at previous multicultural summits and input from the CEC Executive Committee, the Ethnic and Multicultural Concerns Standing Committee, and division presidents.

Don't Miss this Fall's CEC/DDEL Multicultural Symposium

CEC and DDEL will hold its biennial Symposium on Culturally and Linguistically Diverse Exceptional Learners this fall in Albuquerque, N.M., at the Hyatt Regency Albuquerque. Two full-day pre-symposium institutes will be offered on October 11, followed by the symposium on October 12 and 13.

Contact CEC for more information, 888/232-7733 or e-mail: conteduc@cec.sped.org.

Two Calls for Papers Now Available!

Submit your proposals for the CEC/DDEL 2000 Symposium on Culturally and Linguistically Diverse Exceptional Learners and 2001 CEC Annual Convention & Expo. Both calls are available on the CEC Web site, www.cec.sped.org, or by calling CEC, 888/CEC-SPED.

Following are a few helpful hints for developing your proposal:

- Address all of the selection criteria delineated in the Call for Papers.
- Describe learner outcomes in bulleted sentences that include skills, knowledge, and/or attitudes participants will be able to demonstrate after attending your session.
- Complete each section according to the instructions.
- Review your proposal completely before submitting it to CEC!

Division Focus

CASE

The Council of Administrators of Special Education

We need to hear from you! What are you are facing in your job? What struggles are you grappling with? What kind of resources do you need? Call the CASE office with your issue, 800/585-1753.

The CASE Board of Directors met in Biloxi, Miss., this past October with the support of the Mississippi CASE Subdivision. We learned a great deal about what each provincial and state CASE leader believes are the critical issues facing the field. Blending this with information provided through your CASE Unit's annual report, we have been able to direct our various committees to tackle several different areas. You will see the results of our work in the next few months.

Please stay in touch with us. We need to hear from you if we are to provide you with the leadership and support our mission statement describes.

CEC-DR

The Division for Research

CEC-DR has a number of exciting events planned for the CEC Annual Convention & Expo in Vancouver. Among the scheduled presentations are an invited session featuring CEC Research Award winner Barbara Keogh; a featured presentation by last year's winner of the Distinguished Early Career Research Award, Michael Wehmeyer; and the CEC-DR showcase session on longitudinal research with individuals with disabilities, including speakers Barbara Keogh, Sharon Vaughn, Russell Gersten, and Cindy Bernheimer.

Division members should look for further convention details in the CEC-DR newsletter, *FOCUS on Research*, as well as check the convention program for places and times for the CEC-DR business meeting, social, and presentation of the 2000 Early Career Research Award.

CEC-PD

The CEC Pioneers Division

Attention Pioneers! — The date and time for the Pioneers Showcase honoring Earl Campbell in Vancouver has been changed! The session will be on Thurs., April 5, from 8:30-10:30 a.m.

Ballots have been mailed to CEC-PD members to vote for future division leaders.

CEC Past President Linda Marsal is running for vice-president, the secretary nominee is Ann Bleakly, and the nominee for member-at-large (U.S.) is Bill Vickers.

Gerry Reynaud has become the CEC-PD registered agent after the death of former CEC President William Johnson.

The special historical collection of the CEC Archives was recently enriched by book donations from Fran and Leo Connor's professional collections. Members who wish to contribute books to the collection are reminded that the collection primarily consists of books written prior to 1940. CEC Archivist June Robinson currently seeks books written by CEC presidents. Send books to CEC Archives, 1920 Association Dr., Reston, VA 20191.

Pioneer and former CEC President Judy Dale received the Kerry Brown Distinguished Lay Service Award, the highest award given to a layperson by the Universal Fellowship of Metropolitan Community Churches.

CEDS

The Council for Educational Diagnostic Services

Mark your calendars for CEDS' annual conference, "Cultural Diversity and Assessment," November 2-4, 2000. The conference will take place in the Hanalei Hotel in San Diego, Calif. For more information, contact Sandra Miller at 616/895-3344, e-mail: millers@gvsu.edu, or see the CEDS Web site: www.unr.edu/unr/colleges/educ/ceds/indexceds.html.

DCDT

The Division on Career Development and Transition

DCDT will host a number of important events during the CEC convention in Vancouver. All DCDT events will occur at the Waterfront Hotel. In addition to the DCDT board meeting on April 5, DCDT will host a subdivision luncheon for state DCDT leaders on Thurs., April 6, from 11:00 a.m. - 1:00 p.m. State DCDT leaders should contact their regional subdivision representative if interested in attending this event. On Fri., April 7, DCDT will hold its annual business meeting from 6:00 - 7:00 pm. Following the business meeting, DCDT will host a social from 7:30 - 9:30 p.m. DCDT invites all interested persons to attend the business meeting and social. Times and locations for all DCDT events will be posted on the Waterfront Hotel television monitor. Be sure to stop by the DCDT display and information table, which will be located in the convention center exhibit hall.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

DDEL's Professional Development, Publications, Finance, Research, Professional Standards, and By-Laws committees are discussing agendas and goals for their committees and all of DDEL as we step into the next century. To find out more about joining one of these committees, e-mail elbamc@email.sjsu.edu.

DDEL has developed its Web page, www.unm.edu/cecddel/ddel, under the leadership of Diane Torres Velasquez. We thank all those who supported its development and updating.

Subdivisions carry DDEL's torch into state and local communities. Last fall, California DDEL hosted several presentations and meetings during the state conference to assist local professionals dealing with issues and challenges related to diversity in the schools. DDEL's Ohio subdivision is currently reorganizing to enhance professional development opportunities in their region.

DISES

The Division of International Special Education and Services

DISES now operates two international e-mail networks. The original International Liaison Network now includes more than 110 participants from non-U.S. countries and expands every month. The new U.S. International Linkage Network consists of individuals in the United States who are interested in international special education and wish to connect with their counterparts

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THE COUNCIL FOR EXCEPTIONAL CHILDREN

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March 2000

Dear CEC Member,

The Council for Exceptional Children (CEC) is proud to announce our recent partnership with FamilyEducation Network (FEN). This partnership addresses the needs and concerns of parents of exceptional children and the educators who serve them both. FEN is an online community of parents, teachers, and schools dedicated to children's learning. The network includes **familyeducation.com** for parents, **teachervision.com** for teachers, and **myschoolonline.com** for school-home communication.

Current joint projects between FEN and CEC include special CEC features on familyeducation.com and a guest expert spot for Dr. Mary Ruth Coleman, president of CEC's Association of the Gifted and specialist on dual exceptionalities. At a time when Internet technology is becoming an integral part of special education, we are very excited about the opportunities that this collaboration presents.

FamilyEducation Network is offering special free services for CEC members, including user-friendly web development tools teachers can use to build a Web site for their classroom. A classroom Web site keeps parents and students updated on assignments, in-class activities, and upcoming events. Also, teachers can use their Web sites as a place to communicate legislative information to parents and make them advocates for special education. To learn more about building your own class Web site, visit **familyeducation.com/signup/cec** or call 800/498-3264.

FamilyEducation Network will join CEC at the upcoming 2000 CEC Annual Convention & Expo in Vancouver, B.C. (April 5-8). You can learn more about classroom Web sites at the FEN booth and also by attending the FEN workshop, "Book Groups and the Internet," on April 8.

Regards,

Nancy D. Safer
Executive Director
The Council for Exceptional Children

Jonathan Carson
CEO
FamilyEducation Network

— Supplement to *CEC Today* —

Serving special educators and students since 1922

Division Focus, *from page 8*

around the world. Contact DISES President Judy Smith-Davis at judysd@gte.net for more information.

An online international newsletter will soon be available thanks to our liaisons submitting news. In addition, the printed version of the newsletter includes articles on special education issues in other countries, announcements of international conferences, and other items of international interest. DISES is also creating cooperative activities with CEC divisions and other organizations for the long term.

TAG
The Association for the Gifted

At the TAG Symposium 2000 on April 5 in Vancouver, B.C., the TAG Action Agenda on Diversity will be released. Diversity in gifted education has been TAG's focus during the last several years. TAG is leading the field in ensuring that gifted students from culturally and linguistically diverse and economically disadvantaged families as well as students with disabilities and gifts can access appropriate gifted services. The TAG agenda moves the field from conversation to action! Come and join the movement at the TAG 2000 Symposium. The cost is $25, and registration forms can be obtained by contacting Elaine Dumasat at 501/663-7180, 501/324-2314, or 4516 I Street #1, Little Rock, AR 72205.

TED
The Teacher Education Division

TED announces two workshops at beautiful resort locations this summer. One workshop will take place in Bar Harbor, Maine, on June 13-14, 2000. The other will be in Breckenridge, Colo., on August 3-4, 2000.

The workshops will model case-based teaching while exploring two themes relevant in education today. Case discussions will focus on power and influence in special education as well as the issues and impact of standards for students with disabilities, teachers, and teacher educators. These interactive sessions will provide participants a stimulating opportunity to learn more about a powerful teaching strategy.

To register, contact Kathryn Markovchick, 207/685-3171, fax: 207/685-4455, or e-mail: mesupport_network@manchester.u42.k12.me.us. Teams of two or more from the same district or university are encouraged to attend and will be offered a discounted registration.

Report, *from page 1*

procedural violations, such as improperly filing an IEP.

Finally, and perhaps most disappointing, the report disregards the excellent services most students with exceptionalities receive and the many advances states have made toward providing high quality services in special education.

"The report inadvertantly makes it appear that quality special education services to students is the exception, rather than the rule," said Nancy D. Safer, CEC's executive director. "On the one hand, where problems are occuring and students are denied protections and needed services, we must be sure that remedies are speedy and effective.

"On the other hand, non-discriminatory reporting of special education compliance issues can present a false impression of the very good work that is being done with children with disabilities in our schools. It undermines the work we do in the eyes of the public and families."

Report Highlights

Although the NCD report authors acknowledge that current U.S. Department of Education Secretary Richard Riley has been more aggressive in his efforts to monitor special education than all his predecessors combined, NCD says the federal government is still failing to do its part to ensure compliance with IDEA. As a result, non-compliance to some extent can be found in every state. According to the report

- Forty-five states, or 90 percent, failed to ensure that local education agencies (LEAs) were complying with the law.
- Forty-four states, or 88 percent, failed to ensure that LEAs were providing adequate transition services to facilitate students with disabilities' access to work or post-secondary education.
- Forty states failed to ensure that students received a free and appropriate public education.
- While 36 states did not adequately follow the law's least restrictive environment requirements, 22 states did not ensure adequate individualized education programs (IEPs) for their students.

The report goes on to state that in spite of the violations, ED has failed to impose the sanctions that are within its power, such as withholding a state's funds or referring cases of non-compliance to the U.S. Department of Justice. Instead, ED has emphasized collaboration with the states through technical assistance and developing corrective action plans or compliance agreements.

Due to non-compliance and a lack of substantive federal sanctions, NCD said, "Children with disabilities and their families are required far too often to file complaints" to obtain the appropriate services and supports to which children are entitled under IDEA."

Different Views

Though widespread non-compliance with IDEA is a cornerstone of the report, some educators take issue with that assertion. They say the report focuses on small details and misses the big picture.

It doesn't take much to be in non-compliance, says Kelly Evans, special education 504 coordinator for the Salem-Keizer School District in Salem, Ore., and CASE board of governors representative. For instance, one record may be completed incorrectly, and a state is guilty of non-compliance.

"But if you look at the general picture, the spirit of the law, we are doing pretty well in terms of giving kids opportunities, access, and appropriate education," Kelly said.

Others say the report focuses on the past rather than on the new direction special education is taking with the reauthorization of the Individuals with Disabilities Education Act.

"P.L. 94-142 (Education for All Handicapped Children Act of 1975) was about access, and federal and state monitoring systems were designed to assure access," said Martha Brooks, Deleware state director of special education and member of CEC Chapter

Continues on page 15

Don't Miss Convention!

The CEC Annual Convention & Expo promises a wealth of outstanding sessions and workshops on the latest research and strategies on topics such as discipline, technology, and assessment. But there's much more to convention that you don't want to miss. Be sure to sign up for:

Pre-Convention Workshops — Choose among 19 dynamic pre-convention workshops to develop your professional knowledge on such issues as improving behavior in schools, using technology in the classroom, conducting better assessments, implementing more effective inclusion programs, and learning how to balance your professional and personal life. (April 5, 9:00 a.m. - 4:00 p.m.)

Teacher of the Year Luncheon — Get to know CEC's teachers of the year personally and professionally as you enjoy fine cuisine and the good company of your colleagues at this special event. (April 8, 11:30 a.m. - 1:15 p.m.)

CEC Gala — After you've learned the latest information and networked with colleagues and leaders in the field, kick back and relax at the CEC Gala. Bring your friends to sample cuisine from all over the world and dance the night away! (April 8, 7:00 p.m. - 12:00 midnight)

Leisure Tours — While in beautiful Vancouver, get out and about to see British Columbia's glorious sites. Take a city tour; visit the mountains for breathtaking panoramic views of the area's beautiful countryside; wonder at the lush gardens; and learn about British Columbia's culture, history, and architecture. (Various times before and after the convention.)

Educational Site Visits — You've made the trip, now take advantage of local knowledge by visiting the area's innovative educational programs. Learn how local schools and programs are promoting safe schools, managing inclusion programs, providing resources for students with visual or hearing impairments, and more. (April 6 and 7, 8:45 a.m. and 12:30 p.m. departures)

Contact CEC for rates and detailed information for any of these special activities, 888/CEC-SPED, service@cec.sped.org, or Web: www.cec.sped.org.

National Professions Clearinghouse Announces New and Improved Web Site

The National Clearinghouse for Professions in Special Education (NCPSE) has enhanced its Web site, www.special-ed-careers.org, to offer expanded information resources about the special education profession.

- **Connections Newsletter** — Focuses on issues relevant to teacher recruitment, training, or retention. The spring 2000 theme is "Telling Our Story: The Hard Work of Recruiting to Our Field." The fall 1999 theme was "Mentorships: Contributing to Teacher Competency and Satisfaction." This *free* digital newsletter is easy to subscribe to and is posted April 1 and November 1 of each year.
- **Featured Professional** — Highlights an individual special educator practicing in the field, including a picture and audio detailing each day's work as well as job satisfaction.
- **Educator Resources** — Provides links to hundreds of "Resources for Job Seekers and Employers," including job banks, employment clearinghouses, and resume boards.
- **Career Choices** — Offers career profiles that include descriptions of related services professions, working conditions, education requirements, labor outlook, and personal profiles of practicing professionals. Also links to state licensing agencies and their requirements for obtaining a state teaching license.

And stay tuned for upcoming enhancements to the Web site, including

- **The NCPSE Documents Library** — A collection of all of NCPSE's information products in a ready-to-print format.
- **An updated database of Institutions of Higher Education (IHE)** — Will allow search capabilities by state, area of training, academic level, and keywords. □

OSEP Begins the Year with New Director

Kenneth Warlick, former associate commissioner of the Kentucky Department of Education began his post as director of the Office of Special Education Programs (OSEP), U.S. Department of Education, on January 3, 2000.

Prior to joining OSEP, Warlick served as director of the Inclusive Large Scale Standards and Assessment Group within the University of Kentucky's Interdisciplinary Human Development Institute in Lexington. In that position, he headed work on alternate assessments for special needs populations and helped develop alternate assessment principles in Massachusetts, New Hampshire, North Dakota, and Tennessee.

Warlick was the associate commissioner of the Kentucky Department of Education from 1991 to 1998, heading the Office of Special Instructional Services and later the Office of Learning Programs Development. During this time, he designed a plan to improve relations between the state education department and various child-parent advocacy groups. He also completely revised the special education code to clearly distinguish between best practices and legal mandates. Later, he helped implement the Kentucky Education Reform Act, a major legislative package intended to improve the quality of Kentucky's schools.

Warlick brings to OSEP his overall philosophy that all children can learn at high levels when given time, appropriate instruction, and informed advocacy.

Warlick holds a Ph.D., M.A., and B.A. in education from the University of North Carolina in Chapel Hill. □

CEC and FamilyEducation Network Forge an Exciting New Partnership

In our increasingly fast-paced world, where we often struggle to maintain communication between home and school, the power of the Internet is making teachers' lives easier. With this in mind, we are proud to announce a partnership between CEC and FamilyEducation Network (FEN), the largest K-12 network on the Web. This partnership is a great opportunity for CEC and FEN to raise awareness of exceptionalities and provide the resources parents and educators need to make sure all children reach their potential.

Bridging the Gap between School and Home

CEC and FEN aim to connect parents and educators across the country to each other and a variety of valuable resources through FEN's network of Web sites. Each Web site — myschoolonline.com, familyeducation.com, teachervision.com, and infoplease.com — focuses on a different aspect of helping students achieve in and out of the classroom.

"CEC is very excited to enter into a partnership with the FamilyEducation Network," said Richard Mainzer, CEC's assistant executive director of professional standards and practice. "Our alliance is an important step in bringing quality information about education to the parents and families of children with disabilities and gifts and talents."

A National Network of More than 9,000 Schools

The largest community of school, teacher, education, and community group Web sites on the Internet — **myschoolonline.com** — provides the opportunity for parents and educators to exchange information about what is happening in their schools and communities. Educators can easily create their own Web sites with Class webCreate from myschoolonline.com. With Class webCreate, teachers can use simple templates to type in classroom events, showcase student achievement, and post homework in just a few minutes. A classroom Web site is an easy, time-saving way to keep busy parents up-to-date on classroom activities to reinforce learning at home.

Articles, Experts, and More

On **familyeducation.com** you'll find informative, timely articles about a wide range of parenting and developmental concerns, including a whole channel devoted to hot issues in special education. You'll also find a panel of experts on giftedness and learning disabilities, including guest expert Mary Ruth Coleman, president of CEC's Association of the Gifted.

The Tools for Classroom Success

Are you a teacher looking for new resources? On **teachervision.com** you'll find an online community of teachers who share ideas, advice, and experiences. Learn what works from teacher reviews of lesson plans, enrichment activities, and curriculum and assessment materials. Then share your own classroom tips with teachers who face the same challenges as you.

All the Knowledge You Need

A great resource for educators, parents, and students, **infoplease.com** is one of the largest collections of reference materials on the Internet. Search almanacs, encyclopedias, and homework help to find the information you need when you need it.

Looking into the Future

As technology becomes a greater part of everyday life, the Internet becomes a critical education tool. As we head into the 21st century, we look forward to the possibilities for using the Internet to enhance parent-school communication and boost student achievement that this partnership offers. □

Life Centered Career Education Workshops

May 4-5, 2000

Register now for CEC's Life Centered Career Education (LCCE) workshops. Registrants can choose "LCCE for Students with Mild Disabilities" or "LCCE for Students with Moderate Disabilities."

Where

The Silver Legacy Resort
407 North Virginia St.
Reno, NV 89505

Registration Fees

$235, CEC Members
$285, Non-Members

How to Register

Pre-register before April 27 by contacting CEC, 888/232-7733. Or see the Web, www.cec.sped.org. Participants can register on-site, but space is limited!

Learn about U.S. Gifted Programs Online

Find the latest research findings, service options, and information on current programs through the Gifted Education Searchable Online Database at http://ericec.org/gifted/gt-menu.htm.

You may search the database by state, read the project description, nominate a program, or complete the questionnaire for nominated programs to submit your entry. For more information, contact the ERIC Clearinghouse on Disabilities and Gifted Education, ericec@cec.sped.org or 800/328-0272.

Thank You, Microsoft!

CEC thanks the Microsoft Corporation for its generous donation of software to upgrade servers at CEC Headquarters, including CEC's accounting and membership database systems.

With this enhanced technology, CEC Headquarters looks forward to serving our members better.

Delegate Assembly to Elect CEC Officers in April

CEC's Delegate Assembly will vote this April on several candidates for positions on CEC's Executive Committee — one first vice president and two governors-at-large will be elected. Following are brief descriptions of the professional and organizational contributions of those candidates whose names will appear on the official ballot along with each candidate's self described goals and objectives for CEC and the field.

First Vice President, 2000-2004

Janet C. Burdick

Director, Special Services
Buhl School District, Buhl, Idaho

A CEC member since 1978, Janet Burdick currently serves as governor-at-large on the CEC Executive Committee. Previously, she was president of the Idaho Federation and a member of the Governance Standing Committee, to which she currently serves as the executive committee liaison.

Burdick — On Behalf of CEC

"It would be my personal goal to continue the strong leadership from which CEC has benefited to lead our association into the next century. Critical areas include increasing membership through relevant, responsive services and planning for the future needs of our organization by focusing on the core purpose of why CEC exists. Restructuring is only the tip of the iceberg in meeting the needs of our members. It is critical that this occurs through ongoing communication so that all have accurate information concerning the proposed plan. Ongoing strategies for recruitment/retention of culturally and linguistically diverse professionals should be developed as well as strategies to meet the needs of culturally and linguistically diverse students with exceptionalities."

Burdick — On Behalf of the Field

"I will continue to press for full funding of IDEA. Improving teaching conditions is a critical need for our field. An action plan will be developed to address this concern and remediate those factors that impact us all."

Kathleen S. Puckett

Associate Professor of Special Education
University of Tennessee at Chattanooga

A CEC member since 1973, Kathleen Puckett currently serves as the Tennessee Federation governor on the CEC Board of Governors and is a member of the CEC Professional Development Standing Committee. Previously, she served the Tennessee Federation as president, president elect, treasurer, and political action network coordinator. She was also faculty advisor for Student CEC Chapter #1040 at the University of Tennessee in Chattanooga, president and president elect of Tennessee Chapter #98, and registration chair of the Tennessee Joint Conference on Disabilities.

Puckett — On Behalf of CEC

"My goal as first vice president is to expand CEC's influence and leadership in North America and internationally. During my term in office, I will work to move the organization and governance of CEC towards realizing the potential of operating as a knowledge-based community of special educators. CEC should be the organization that teachers everywhere turn to for leadership and support in meeting the needs of exceptional children worldwide."

Puckett — On Behalf of the Field

"I would work through CEC to celebrate the lives of individuals with disabilities in schools, communities, and families. I believe that advances in our knowledge of human potential, coupled with support offered through assistive technology, teaching methods, and accepting attitudes are needed investments in the lives of exceptional youth."

Governor-at-Large, 2000-2003, Two Unspecified Seats

Richard Foti

Principal, Trusty Elementary School
Fort Smith, Arkansas

A CEC member since 1987, Richard Foti currently serves as governor for the Arkansas Federation on the CEC Board of Governors and is a member of the Ad Hoc Committee to Audit the November 1999 Board of Governors minutes. He organized the Arkansas CASE Subdivision and served as its first president. He also planned the state conference and served in nearly every position in the Arkansas Federation.

Foti — On Behalf of CEC

"I will work tirelessly to promote CEC as the premier organization representing persons with exceptionalities as well as the professionals who serve them. CEC stands at a crossroads in governance at this time, weighing a ponderous national board (governors) and a delegate assembly, which represent all constituencies and segments of the organization, versus a much trimmer and sleeker representative body, which can move positions through very efficiently and effectively, but which lacks grassroots representation. Leadership at this crucial time should be forward-thinking, yet rooted in the needs and desires of the people served by the organization. I will work to include all interested parties at the table to ensure a smooth transition to an organization of the new millennium."

Foti — On Behalf of the Field

"I will continue the dialog exploring the conditions of special education teaching begun during the previous year. In addition, CEC will keep its position strong with legislators, guard against harmful legislation, and ensure that funding will continue for special education programs."

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CEC Officers, *from page 12*

Katherine I. Good

Special Education Teacher, James Elementary School, and Resource Faculty, Eastern New Mexico University
Portales, New Mexico

A CEC member since 1990, Katherine Good currently serves as governor for the New Mexico Federation on the CEC Board of Governors. Previously, she served on the CEC Governance Study Task Force; as president and secretary for her New Mexico Chapter; as governor, president, and secretary/treasurer of New Mexico Student CEC; and as president, president elect, secretary and constitution & bylaws chair for the New Mexico Federation.

Good — On Behalf of CEC

"As governor-at-large my goals would focus on the continued improvement of CEC as a leading educational organization. Governance restructuring; determining the most effective use of the talent and professionalism held within CEC's units, chapters, and divisions; and celebration of the individuality within our organization would all be areas of work that would directly tie into the improvement of CEC. I would encourage the celebration of all fields of special education. Supporting, retaining, and recruiting practicing classroom teachers into our membership will be a driving force as I work within CEC governance."

Good — On Behalf of the Field

"My impact on the field of education, currently, is one student at a time. However, as a governor-at-large, I would continue to support the research and evaluation of the conditions of teaching special education. Students with special needs are the reason we are all in this field and must be kept at the center of everything we do. CEC does and can continue to have a major impact on the field of special education. As a member, or as an officer, it is my obligation to my chosen profession to push for relevant professional development curriculum materials, and the wealth of knowledge CEC can offer to the field."

Jamie Hopkins

Coordinator, Special Education
Forest Hills School District, Cincinnati, Ohio

A CEC member since 1969, Jamie Hopkins currently serves as governor for the Ohio Federation on the CEC Board of Governors and is a member of the CEC Membership and Unit Development Standing Committee. Previously, she served as chair of the CEC Human Rights Task Force; on the CEC Convention Program Advisory Committee; as president, president elect, past president, and secretary of the Ohio Federation; as president, president elect, and membership chair of Ohio Chapter #11; and as president of the Miami University Student CEC Chapter.

Hopkins — On Behalf of CEC

"I want to see CEC become the leading authority in the education of children with exceptionalities and attract and retain members who feel that involvement in CEC is the most important thing they can do to significantly impact the lives of children and young adults. I believe this commitment and membership involvement is declining because we are not providing members with what they feel is important. CEC is a diverse organization, and we need to respect this diversity and give members services that keep them coming back for more. In addition, I feel a formal mentoring program to recruit and train CEC leaders should be developed in order to provide a more diverse leadership base and involve more members in planning and developing the services members need."

Hopkins — On Behalf of the Field

"Greater involvement in an organization like CEC will lead to greater knowledge of best practices which will, in turn, lead to greater support for individuals with exceptionalities."

Katherine Kersenbrock-Ostmeyer

Assistant Director of Special Education
Northwest Kansas Educational Service Center, Oakley, Kansas

A CEC member since 1984, Katherine Kersenbrock-Ostmeyer currently serves as governor for the Kansas Federation on the CEC Board of Governors. Previously, she served as president of Kansas Chapter #982 and as president, president elect, vice president, and secretary for the Kansas Federation.

Kersenbrock-Ostmeyer — On Behalf of CEC

"As an officer on the Executive Committee, I will work to maintain CEC as a viable organization for the future — an organization whose mission will continue to put exceptional children first in its values and purpose. To achieve this goal, I will strive for an organization that, in addition to its mission, is also consumer-oriented (i.e., promoting improved working conditions for special educators), quality-driven (i.e., encouraging every member to find better ways of doing things), and globally focused (i.e., supporting international memberships as well as positioning CEC as a cornerstone in the construction of education in a transnational world)."

Kersenbrock-Ostmeyer — On Behalf of the Field

"As an officer on the Executive Committee, I will work on behalf of the field to encourage the families I serve, my colleagues, and elected officials to never stop affirming the 'dream' — the dream that all children are entitled to quality education and opportunities to meet their maximum potential."

Voting Procedures

These candidates will appear on the official ballot this April and be voted on by the Delegate Assembly. Additional nominations may be made by petition, which may be presented by any 25 or more CEC members. Each petition must carry the minimum information determined essential by the Delegate Assembly, as requested on the Nominee Biographical Information Form.

For more information, contact CEC Governance Coordinator Karen Ulans, 703/264-9487, karenu@ cec.sped.org, or fax: 703/620-4334. □

IDEA — A Quarter-Century Retrospective

BY EDWIN W. MARTIN

Delta Airlines flight 1716 was scheduled to leave John F. Kennedy Airport in New York for Denver at 6:00 p.m. I was at the gate waiting to board with the "Business-Elite" passengers (courtesy of frequent-flier miles), and found myself the first person admitted. As I entered the plane, I was surprised and a bit baffled to see four men already settling into seats or in the aisle. Sixteen years in Washington, D.C., provided memories that were instantly integrated and "Secret Service" flashed into my consciousness. As I scanned the group, I recognized former President Gerald Ford seated in the window seat.

He seemed frail. His color was a bit gray, and, of course, he was 23 years older than when I last saw him in person. I moved to my seat, debating on whether to speak to him.

Looking Back to 1975

It was the late fall of 1975. Congress had finally completed action on the joint version of S.6 and H.R. 70, a new bill that would, if signed by President Ford, change the future for America's children with disabilities. For more than three years, Congress had studied, discussed, debated, and modified these bills — bills that promised to greatly expand federal funding for the education of children with disabilities, provide children and their parents with new protections under the law and, if the states agreed to accept federal funds, guarantee every child with a disability access to the public education system.

Not everyone favored this legislation. There had been opponents during the hearings, and a handful of conservative republicans voted against the bills in each House. More importantly, the president's Office of Management and Budget (OMB) opposed the legislation. Their policy, which became the administration's policy, was that the education of children with disabilities was not a federal responsibility. It should be left to the states.

For more than a decade, parents of children with disabilities and organizations serving these children had presented an opposing view. They knew, from painful experience, that no state had even come close to educating all its children with disabilities. Millions of children were inappropriately educated or excluded entirely from the schools.

At that time I was serving as the director of the federal Bureau of Education for the Handicapped and acting deputy U.S. commissioner of education. OMB asked the Department of Health, Education, and Welfare and the Office of Education (its sub-component) to prepare a veto message for the president. The task was delegated to me. However, in my current and earlier positions, I had advocated for an expanded federal role for 10 years. I could not, in conscience, draft a veto message and, thus, declined.

As a government executive, I was in a unique situation. I had been promoting a piece of legislation, giving speeches around the country calling for a national goal of "Education for All Handicapped Children," working with congressional aides on philosophy and details of the bills and testifying before Congress as the executive branch's expert on disability. For at least the last part of that process, the administration had officially opposed the bill.

As Congress was completing its consideration of the bills, the House Select Education Subcommittee wanted to discuss the pending legislation with the administration's education officials and asked me to participate. This hearing would give the administration a chance to present, once more, its opposition to the bills. In the extraordinary session that followed, the committee ignored the administration's opposition and began to discuss key aspects of the bill with me, including the fundamental concepts of the legislation — defining an "appropriate education," the individualized education plan, and provisions involving "mainstreaming," as it was then known. We put together a common understanding of the bill's intent.

Returning to 1999

After dinner was completed, President Ford rose from his seat and strolled forward. When he returned, I decided to speak to him. I wanted to talk about P.L. 94-142, the Education for All Handicapped Children Act of 1975. I asked him if he had any memories of signing the act. He smiled and said, "Well, those were pretty busy times as you recall, and it was 40 years ago." I thanked him and returned to my seat, hoping that the "40 years" was a deliberate exaggeration or just a slip of the tongue.

I also left unsaid my key recollection of the signing. There was no celebratory bill signing at the White House as there often is. Instead, the message the White House released when the president signed P.L. 94-142 was the OMB "veto message," detailing doubts about the legislation but with the added words, "I am reluctantly signing it."

• • •

A few weeks after this meeting, the U.S. Department of Education announced that more than 6 million children had received special education with assistance from the "Education for All Handicapped Children Act," now called the Individuals with Disabilities Education Act. ☐

Edwin W. Martin served as the government's highest ranking executive responsible for special education under four presidents. He was the nation's first Assistant Secretary for Special Education and Rehabilitative Services. He is currently president elect of CEC's Division of Learning Disabilities.

BEST COPY AVAILABLE

Better Behavior, *from page 5*

The RIP staff helps parents adopt these strategies by setting up mentoring relationships whereby veteran family users of RIP guide new families through the process.

While the program boasts statistics that prove the program works, RIP's impact is exemplifed in the lives of former RIP participants Rosemary Ragan and her daughter Beth Kator. Ragan, a single parent of two children, brought her daughter to RIP in the early 1970s. Not even three years old, Kator battled her mother over everything.

"She wanted affection but pushed me away if I got too close," Ragan said. "After going through the program, my perception of her actions changed. I had to change to better affect her behavior. I wasn't a bad parent, and she was not a bad child."

Kator, who is now a wife and mother, told attendees about her rage as a young child.

"I remember feeling completely out of control and full of rage — rage that is like a boiling pot of water; if you leave it alone, it will explode," Kator said.

Kator's mother taught her about choices and their subsequent consequences or rewards. Kator also learned that if she made good choices, she could manage her own behavior. Because of those lessons, Kator said she was eventually able to learn how to manage her emotions and stabilize her life. □

To learn more about positive behavioral interventions for students and schools, see the CEC Web site, www.cec.sped.org, and select the IDEA Partnerships marker on the sidebar. You can find information on social skills instruction, positive behavioral instructional supports, schoolwide behavioral assessments, and youth with disabilities in the juvenile justice system.

Report, *from page 9*

#781. "IDEA '97 is about results for students with disabilities."

Additionally, the report does not acknowledge that many states and/or districts found to be non-complaint have addressed the problem, and they are not only taking a pro-active approach to ensuring IDEA compliance but are also focusing on providing high standards for special education.

"A growing number of states, schools and districts are aggressively ensuring both compliance and the provision of quality services for children," according to Judith Heumann, assistant secretary to the Office of Special Education and Rehabilitative Services in a statement issued in response to the report.

Another ommission of the NCD report is that it fails to take into account the federal government's new monitoring system, which was developed in 1998 after extensive input from advocacy organizations and members of the disability community. In addition to more effective monitoring procedures, ED's enforcement options were strengthened and ED has ongoing discussions with the Department of Justice concerning its findings.

ED has already seen positive results from its new monitoring system as well as increased involvement of parents, advocates, and other state agencies in the monitoring process, according to Heumann.

"One state has revised its funding formula removing incentives for restrictive placement, and another state has revised its monitoring system to better ensure that services were received and rights were provided at the local level," Heumann said.

Adding to the argument that the states are, in general, doing a good job upholding the civil rights of their students with disabilities and providing them with an appropriate education, one must consider the 6 million students receiving special education services. Of those, only a small fraction enter into due process proceedings.

Recommendations

The NCD report recommends a "more aggressive, credible, and meaningful federal approach" to enforcing IDEA, including

- Creating a federal complaint-handling process to address state or local systemic violations.
- Authorizing the Department of Justice to investigate and litigate IDEA violations.
- Developing objective criteria for defining exactly what constitutes a "substantial non-compliance" under IDEA.
- Using Part B (state grant) funds to build the Department of Justice's and ED's enforcement, complaint-handling, and technical assistance infrastructures.
- Using Part B funds to increase free or low-cost legal advocacy services to students with disabilities and their parents.
- Forming an advocacy and technical assistance system in each state.
- Funding appropriate training for parents, agents in the juvenile justice system, and members from culturally and linguistically diverse groups.

However, there are concerns that these recommendations would shift due process from the community and state to the federal level, add bureaucracy, and rely heavily on adversarial approaches to resolving issues.

While the NCD report draws attention to important civil rights issues, CEC hopes that future recommendations not only guarantee the civil rights of children with disabilities but are also consistent with IDEA's goal of providing a quality education to each student with a disability. □

CEC will hold a special session on the NCD report at its 2000 Annual Convention & Expo, April 5-8, in Vancouver. For a copy of the report, call 202/272-2004, e-mail sbrown@ncd.gov, or see the Web, www.ncd.gov/news/r00-283.html.

Letter to the Editor

Having been involved with your Council since undergraduate school in the late 1970s, I'm writing my first letter to you. After reading "Teaching — A Look at Teachers' Responsibilities Today" (November/December 1999), all I could think was what a shame your publication dedicated 2/3 of a page to such a caustic perspective of a demanding yet wonderful profession.

Thomas J. Beese Jr.
Director of Pupil Services
Montgomery Township Schools
Skillman, N.J.

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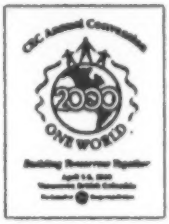
CALENDAR OF CEC events

april

April 4-5, 2000
Special Education World Congress 2000. Vancouver, BC. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org.

April 5, 2000
TAG Symposium. Peter Wall Institute for Advanced Studies, Rooms 307 & 309, University Center, 6331 Crescent Rd., University of British Columbia. Contact: Marion Porath, Faculty of Education, University of British Columbia, 2125 Main Hall, Vancouver, BC V6T 1Z4 Canada, 604/822-6045, FAX 604/822-8227, e-mail: marion.porath@ubc.ca.



April 5-8, 2000
CEC Annual Convention & Expo. Vancouver, BC. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org.

may

May 4-5, 2000
CEC Life Centered Career Education (LCCE) Workshops, "LCCE for Students with Mild Disabilities" or "LCCE for Students with Moderate Disabilities." The Silver Legacy Resort, Reno, NV. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org, Web: www.cec.sped.org.

May 5-6, 2000
CCBD Fourth Biennial Southeast Regional Conference, "Addressing the Needs of Students with Emotional or Behavioral Disorders in the New Millennium." President Casino-Broadwater Resort/East, Biloxi, MS. Contact: John Sachs, CCBD Southeast Regional Coordinator, The University of South Alabama, Department of Special Education, UCOM 3808, Mobile, AL 36688-0002. Conference sponsored by the Alabama and Mississippi CCBD Subdivisions.

May 19, 2000
The New Jersey CEC Federation Annual Spring Conference "Challenges of the New Millennium." Sheraton Woodbridge Place Hotel, Iselin, NJ. Contact: Pat Brandon, St. Joseph's School for the Blind, 253 Baldwin Avenue, Jersey City, NJ 07306, 201/653-0578, Web: http://www.cec.sped.org/NewJersey.

june

June 13-14, 2000
TED Workshop, "Using Cases to Explore Current Issues in Special Education." Atlantic Oakes-by-the-Sea, Bal Harbor, ME. Contact: Kathryn Markovchick, 207/685-3171, FAX 207/685-4455, or e-mail: mesupport_network@manchester.u42.k12.me.us. Workshop will also be held August 3-4, 2000, in Breckenridge, CO.

august

August 3-4, 2000
TED Workshop, "Using Cases to Explore Current Issues in Special Education." Village at Breckenridge, Breckenridge, CO. Contact: Kathryn Markovchick, 207/685-3171, FAX 207/685-4455, or e-mail: mesupport_network@manchester.u42.k12.me.us. (A repeat of the June TED workshop).

october

October 11-13, 2000
CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners. Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org.

October, 12-14, 2000
MRDD's 7th International Conference, "Many Roads: Different Directions." Holiday Inn-Inner Harbor, Baltimore, MD. Contact: Val Sharpe, 410/480-9667, e-mail: VMKKO@aol.com; or Tom Wood, 5337 Country Oaks Drive, El Paso, TX 79932, 915/747-5572 (O), 915/581-4261 (H), FAX 915/747-5755, e-mail: Twood@utep.edu. Keynote speakers: Temple Grandin, Ann and Rudd Turnbull.

October 25-28, 2000
California CEC Federation 50th Annual Meeting and Special Education Showcase, "Taking Reform into the New Millennium." Doubletree Hotel, 2001 Point West Way, Sacramento, CA 95815. Contact: Marion England, 1010 S Street, Sacramento, CA 95814, 916/443-1838.

THE COUNCIL FOR EXCEPTIONAL CHILDREN
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Special CEC Convention Issue

EXCLUSIVELY FOR MEMBERS OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

Vol. 6 No. 7
April/May 2000
www.cec.sped.org

Multicultural Symposium

Visit sunny Albuquerque, N.M., and attend the CEC/DDEL Symposium on Culturally and Linguistically Diverse Learners.

Pre-Symposium Institutes
October 11, 2000
Promising Practices in Reducing Disproportionate Representation
–or–
An Assessment and Intervention Model for Language Minority Learners

Symposium
October 12-13, 2000
Diversity in the New Millennium

Post-Symposium Institute
October 14, 2000
Building Trust
(Franklin Covey Workshop)

For more information, contact CEC, 888/232-7733 or conteduc@cec.sped.org.

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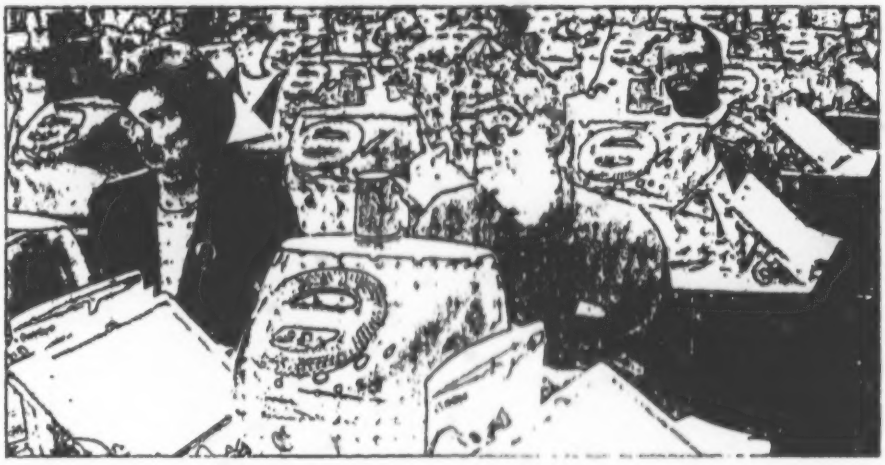
CEC's 2000 Convention & Expo Shapes a New Future for Special and Gifted Education



CEC's 2000 Convention & Expo, held in Vancouver, B.C., on April 5-8, set the stage for exciting new developments for special educators and students with disabilities and gifts and talents. Session leaders, invited speakers, and exhibitors led attendees into the future as they demonstrated groundbreaking technologies and strategies for students; gave practical but innovative advice on how to achieve goals and objectives, and explored trends and advancements that will impact every student and teacher. Amidst the lively exchange of information, attendees took the time to recognize their colleagues who have excelled in their field, celebrate our work, and forge new professional and personal friendships. In all, CEC's 2000 Convention & Expo was a most fitting tribute to the new millennium and its promise of a future that accepts, includes, and recognizes children with exceptionalities and their talents and contributions.

Following are highlights from some of the most popular convention sessions and events.

There Are No Excuses!!

Imagine a man physically destroyed. His knees are shattered, his foot amputated, and his strength reduced to that of a child. The doctors say he will probably never walk again. Imagine the despair this man encounters as he tries to absorb the fact that his once robust body, the body that scaled mountains, can no longer support him. That he is helpless, no longer in control. That he must depend on others to attend to his basic needs.

This man, Tom Whittaker, CEC's keynote speaker, recently climbed Mt. Everest — and broke all records as he is the first person with a disability to do so.

Through his accident, Whittaker learned that society can steal the dreams of people with disabilities. It defines what people with disabilities are capable of, provides ready-

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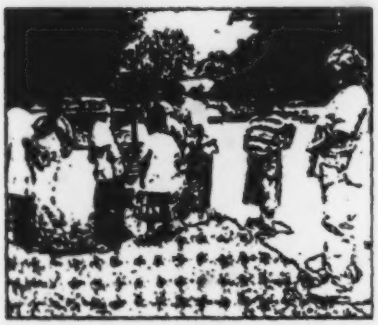
State Farm Good Neighbor Award — Gale Chance

Turning Soda Cans into School Pride



How can a soda can, a hat, and an innovative teacher transform an inner-city school into a field of gardens? Ask the students at Cussetta Road Elementary School in Columbus, Ga., and they'll tell you that it is all part of Special Education Teacher Gale Chance's campus-wide beautification program.

A Recycling Program that Cultivates Gardens

Chance's 3-year-old Community Pride Program has turned her special education students into campus leaders and brought her school and community together. The students pick up trash around the school grounds and supervise the collection of aluminum cans throughout the school. Chance's students count, chart, and collect the cans for each class; and then they load them onto her truck to take to the recycling center.

The money the students raise through can recycling is used to beautify the campus, and several classes have adopted areas of the school grounds to landscape and maintain. Cussetta Road Elementary School students have planted a butterfly garden, designed an azalea garden, and created a path of various shapes with railroad ties that they decorated with flowers. In the future, Chance hopes to landscape a walking trail of native Georgia trees to help her school's students become more familiar with their region's plant life.

School-wide participation in can collection as well as Earth Day poster contests is sustained through a number of incentive programs. Classes that bring in the most cans in a week may win a pizza party or a social with cookies and punch. Chance and her students also offer prizes that cost nothing. With a music pass, a class can listen to music all day. If a class is granted a baseball cap or sunglasses pass, students wear their favorite hats or sunglasses inside the classroom.

The program not only boosts the self-esteem of Chance's special education students, it also increases parental involvement and connects her students to the community. Parents and grandparents help collect cans and tend the gardens, and recycling center employees encourage her students to calculate their earnings.

Challenges Overcome

Some may find it hard to believe that Chance, a 24-year teaching veteran with a 6-year degree, dropped out of high school in the 10th grade.

"I never cared for school or fit in," Chance said.

After passing her GED, Chance struggled to balance life in her early 20s as a single parent, textile worker, and community college student.

From her early experiences, Chance can relate to her students, as well as their parents. Because many of her students come from single-parent homes and Chance knows first-hand how hard that can be, she developed a unique way to keep in touch with her students' parents — message books. To start each day, students write a motivational sentence. Chance adds comments to their books reflecting on how the day went. Students earn points if their parents sign off on them, and some parents write messages to her.

"It's a great way to keep communication open," Chance said.

Chance also knows what it is like to raise a child with a disability. Along with her husband of 10 years, Chance raised an adopted daughter who is deaf/mute, legally blind, and has Cerebral Palsy.

With her deep understanding of students with disabilities, their parents' situations, and her commitment to their success, Chance is generating pride and energy in her students, as well as in their families and the community.

Advice for Teachers

With a class of 16 students, all at different levels, Chance needs a way to keep order in her classroom. To do this, she engages her students first thing in the morning with individualized activities she has planned for the week.

"You've got to be ahead of the kids," Chance said.

At the beginning of the school year, Chance teaches her students to pick up their folder each morning and begin working independently on assignments based on a previous day's lesson. Because her students are not waiting for instructions, Chance can assist each student on newer, more challenging assignments.

The Award

The State Farm Good Neighbor Award for special education was developed in cooperation with The Council for Exceptional Children. Each recipient received a $5,000 check payable to the educational institution of the recipient's choice, recognition in national publications, and a commemorative plaque at a special ceremony at his or her school.

Chance donated the money to her school to purchase picnic tables and Georgia native plants and trees for a special "reading garden" her students are designing. She hopes to purchase enough picnic tables to accommodate an entire class.

CEC congratulates Gale Chance on her innovative contributions to the education of exceptional children and youth. □

Attention Unit Officers! — Take Advantage of CEC Resources

Help CEC Headquarters Get Your Unit the Information It Needs

Connect with CEC by E-mail

CEC Headquarters will improve communications with units by distributing important information, including the newsletter *Membership Matters*, by e-mail. To help CEC help you, please designate one officer as the "primary" e-mail contact for your unit on the 2000-2001 officer identification form.

In addition, please provide the name, CEC member identification number, and e-mail address of each officer and committee chair. This information will help CEC headquarters disseminate information that is pertinent to each officer's position.

Submit Officer Identification Forms and Annual Reports

The 2000-2001 officer identification and 1999-2000 annual report forms were sent to all unit presidents in May. Officers can also access the forms on the CEC Web site, www.cec.sped.org, in the Unit Information section. Officers' lists are due to CEC Headquarters by July 1, 2000, and annual reports are due by September 1, 2000. Send forms to mbrship@cec.sped.org, Fax: 703/758-1896, or mail to Unit Development, CEC, 1920 Association Dr., Reston, VA 20191-1589. If you have any questions, call 888/232-7733 or e-mail mbrship@cec.sped.org.

Learn Effective Leadership Skills this Summer

Division and federation officers will meet in Washington, D.C., for the annual Leadership Institute and Children and Youth Action Network (CAN) Workshop/Legislative Summit in July. Division officers will meet July 14-15, and federation officers will meet July 15-16. The CAN Workshop/Legislative Summit will be held July 15-17, with visits to Capitol Hill on July 18.

The Leadership Institute will enhance the effectiveness of unit leaders, provide information about CEC's programs and activities, and develop collaboration between and among CEC and its units. CEC mailed information to current division and federation presidents, presidents elect, and vice presidents in May. For more information, call CEC toll free at 888/CEC-SPED or see the CEC Web site: www.cec.sped.org.

The CAN Workshop/Legislative Summit will provide political action information and training on the programs and initiatives that affect special education. CAN workshop information will be sent to current CAN coordinators, but the workshop is open to all CEC members. For more information, contact Careen Platten at 703/264-9498, e-mail careenp@cec.sped.org, or visit the CEC Web site: www.cec.sped.org. □

Special Offer for Graduating Students

CEC membership helped you in school. Now let CEC help you with your career. To ease the transition, CEC has a special offer for graduating students. Become a professional member and **save $20.00** on your professional dues!

By maintaining your membership, you will continue to have access to the schools and administrators who are looking to employ people just like you. You will also continue to receive *CEC Today*, *TEACHING Exceptional Children*, and *Exceptional Children* — information that will enhance your career. Plus, you can take advantage of opportunities to grow professionally through conferences and conventions.

To take advantage of this special offer, you must have been an active student member within the last academic year, and your membership must not have lapsed more than 90 days. This offer cannot be used with any other offer.

Look for this special offer on the back of your student dues renewal notice or call CEC toll free at 888/232-7733. We look forward to welcoming you as a new CEC professional member!

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April/May 2000 Vol. 6 No. 7

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Advocacy in Action

CEC Opposes Amendments Allowing Schools to Expel Students with Disabilities

CEC is fighting to ensure children with disabilities who exhibit dangerous behavior continue to receive educational services. While CEC believes that school should be safe for all children and youth, it does not condone ending educational services for children who exhibit dangerous behavior. Rather, CEC believes these children should continue to receive appropriate educational and mental health services so they can grow into productive citizens. However, to ensure the safety of all, these children may need to be educated in an alternative setting.

The latest battle in this controversial issue concerns an amendment by Sen. John Ashcroft, R-Mo., that requires that schools develop policies that allow schools to expel and stop all services for young children and youth with disabilities. The amendment, the "School Safety Act of 2000" (S. 2517), applies to students with disabilities who bring — or threaten to bring — a weapon or illegal drugs to school or a school function or who assault — or threaten to assault — another individual. The amendment would destroy the Individuals with Disabilities Education Act's (IDEA's) provisions on disciplining children with disabilities. Ashcroft is planning to offer the amendment to either the Senate's ESEA reauthorization bill (S.2) or the Senate's FY 2001 appropriations bill.

CEC strongly opposes Ashcroft's amendments for the following reasons:

- It requires all schools to develop policies to end educational services for students with disabilities.
- It fails to distinguish between threats and actual acts of violence in terms of cessation of services.
- It fails to account for a student's disabling conditions and its impact on his or her behavior.

In addition, CEC is against three new provisions included in Ashcroft's amendment. The provisions

- Eliminate special educators' and parents' roles in determining what are appropriate alternative placements for such children.
- Eliminate time limits for alternative placements.
- Eliminate impartial expedited hearings when parents request one in discipline situations.

What You Can Do

Contact your senators' offices and tell them to oppose cessation of educational services and support amendments that ensure all children receive appropriate educational services. You can reach them by calling the Capitol switchboard, 202/224-3121, or accessing the Web, www.senate.gov or www.visi.com/juan/congress. Or, contact Ashcroft's office directly at 202/224-6154 or fax: 202/228-0998.

Senate and House Funds for IDEA Too Low, Says CEC

CEC is lobbying both the House and Senate to increase appropriations for IDEA programs. In early May, the House and the Senate Labor, HHS, and Education Subcommittees wrote their fiscal year 2001 appropriations bills. The total amount appropriated for IDEA programs under the House bill is $6.55 billion, an increase of $510 million over last year; and the Senate has appropriated $7.35 billion, an increase of $1.31 billion over FY 2000 levels.

CEC contends that these funds are woefully inadequate given the rising number of student enrollments and reforms required under IDEA '97 and is asking for a substantial increase in federal funding.

CEC Pushes for Increased Funding for Gifted Programs

CEC is also working for more funding for the Javits Gifted and Talented Act. Gifted and talented education programs have been severely underfunded with virtually no increases, and if they are to continue — and be expanded upon — there must be an increase in funding. To regain the momentum that has been lost over the past several years, an appropriation of $60 million is needed in FY 2001. That breaks out to $10 million for Research and Development and $50 million for the proposed State Block Grant under ESEA.

For more information, see the CEC Web site, www.cec.sped.org, or call CEC's Public Policy Unit, 888/CEC-SPED. □

Producers from *60 Minutes* React to CEC's Criticism of Inaccurate Special Education Coverage

CEC received the following response to its letter criticizing the March 5 *60 Minutes* segment, "Lance Landers," for its inaccurate portrayal of special education. For the original letter, see the Web, www.cec.sped.org.

April 4, 2000

Dear Ms. Safer:

I appreciate all of the time you spent with me on the telephone regarding the Lance Landers story. I wanted to respond to your letter and explain that our story focused on one particular student in one particular school, not all special education students. In Lance Landers' case, we pointed out that he had never seriously hurt anyone.

Special education has enriched the lives of millions of children, and we certainly support it. I thought you'd like to know that the viewer response to the story has focused on the need to help students like Lance. We have also received several calls from parents of children with emotional disabilities asking for help, and I have referred them to your organization. Thank you again for all your time and assistance.

Sincerely,

Jennifer Breheny
Associate Producer, *60 Minutes*

made programs instead of letting these individuals choose their own path; holds low expectations for their achievement, (giving praise for mediocre performance instead of expecting the best); and limits their experiences under the guise of protection or safety, Whittaker said.

Rather than allowing society to dictate his dreams and goals, Whittaker set out to accomplish his dreams. He first envisioned his future, then determined what he needed to get there. And, he decided, there were no excuses for him not achieving his goals. He couldn't blame society or anyone else. If he was to achieve his dream, it was up to him to make it happen.

Armed with his dream and sheer determination, on his fourth attempt Whittaker summitted Mt. Everest.

"Dreams are what can totally transform a life," said Whittaker. "Dreams are the essence of a free society, the privilege to dream and the freedom to make that dream come true. This is true for all people."

Session Summaries

Discipline/Violence

Preventing violence and discipline problems in our schools calls for comprehensive, school-wide programs, specialized interventions for students who need additional help, and educators who make an effort to connect with each of their students, said presenters at the CEC convention. Specific guidelines follow.

Instituting School-wide Behavioral Supports, by George Sugai, University of Oregon

- Develop a team-based approach to using and evaluating best practices. The teams should include an administrator, grade level or department representation, individuals with expertise on behavioral strategies and issues such as psychologists and other support staff, and a parent. The administrator must actively support the staff by providing budget, additional staff, and resources.
- Adapt and sustain research-validated practices
- Make behavioral instruction proactive. Educators should give direct instruction in appropriate social behavior, model appropriate the behavior, give students opportunities to practice the behavior and become fluent at it, and give positive feedback.
- Provide a continuum of instructional behavior support. The intensity of intervention must increase as the intensity of problem behavior increases. Schools can't throw simple solutions against complex problems, such as using parent volunteers to manage students who are chronic behavior challenges. Schools should use individuals who know the strategies to address those problems.
- Use data-systems to guide decision-making. These systems should inform staff as to what is currently in place, as well as what is and is not working. The data should be applied to the school's goals for its students.

The Surprise Killers

CEC attendees also learned about students who have a hidden potential for violence and suicide. Thomas Reilly, professor at Chicago State University, stressed the need for educators to be aware of "quiet," anti-social students who suddenly erupt, killing themselves and/or others.

These unidentified students have often experienced a high degree of rejection, said Reilly. They become such non-entities, their teachers and peers, and even family members, do not know them. To fend off their alienation, they may join a deviant peer group such as the "trench coat mafia" referred to in the Columbine High School deaths.

To help such students, Reilly recommended that educators make it a point to support the rejected student and establish credibility with him or her. Strategies to do so include greeting each student respectfully; treating each student with respect and dignity even when there is a classroom disturbance; and providing relevant instructional material that is age appropriate, well-paced, and at an appropriate academic level.

Reilly also said that educators should pay attention to any feelings of unease they may experience with a student. In such instances, the educator should refer the student for evaluation and seek help from other professionals.

Assessment

Since the passage of IDEA '97, states have been struggling to enact the mandate that they must include and report the scores of students with disabilities in state- and district-wide assessments. While only 23 states know how many students with special needs are included in broad-based assessments, others have the information but lag behind in analyzing it, according to Sandy Thompson from the National Center on Educational Outcomes. However, with the data available, we know that the number of students included in assessments vary greatly, ranging from one state that includes all students with disabilities to a state that includes only 15% of such students in assessments.

States also report differences in how the scores for students with disabilities are used. Most use the scores for state-wide policy decisions and to target low-performing schools for additional funding. They are also used to guide decisions about curriculum or instruction, general school reforms, and individual student issues, such as graduation or promotion.

Sticky Issues

One assessment quandary special educators are trying to navigate is high stakes testing. Currently, 19 states use exit exams, which students must pass to graduate, and many more are planning to institute such exams. While some special educators fear students with disabilities will fail exit exams and be unable to graduate, others warn that high stakes testing can be used as an excuse to exclude students with special needs from state-wide assessments. In addition, such tests may exacerbate the drop-out rate of students with disabilities, according to Lou Danielson, Di-

Continues on page 7

SCEC Elects Officers

Incoming Officers of the Student CEC Executive Committee (July 1, 2000 - June 30, 2001) are:

President —
Jennifer Weaver, Towson University, Maryland

President-Elect —
Gregory Pennerman, Bethune Cookman College, Florida

Vice President of Committees —
Kimberly Mayfield, University of San Francisco, California

Vice President of Programs —
Chad Clayton, Western Kentucky University, Bowling Green, Kentucky

Vice President of Communications —
Cynthia Remedios, University of Winnipeg, Winnipeg

Canadian Student Liaison —
Mike Mann, University of Winnipeg, Winnipeg

SCEC Award Recipients

Scholarship Winners

Student CEC Ethnic Diversity Scholarship
Sonia Martinez , University of Oregon, Eugene, Oregon

Student CEC/Black Caucus Scholarship
Tara D. Layne, University of Illinois at Urbana-Champaign

Susan Phillips Gorin Award

Maureen Norris, professor, Bellarmine College, Louisville, Kentucky

Outstanding Student CEC Member of the Year Award

Suzanne Aeschliman (Graduate), University of Central Florida, Cocoa, Florida

Patricia McCrea (Undergraduate), Grand Valley State University, Allendale, Michigan

Student CEC Graduation Award

Suzanne Aeschliman (Graduate), University of Central Florida, Cocoa, Florida

Jody Weiland (Undergraduate), University of Wisconsin, Oshkosh, Wisconsin

SCEC Convention Wrap-Up — A Time of Fun and Learning for All

BY KRISTEN WALLITSCH

One more year of successful student activities at the international convention has come and gone. This year's student events turned out to be exceptionally exciting.

To start out the week, the Student CEC Board of Governors met on Wednesday and Thursday. These two days were packed with business items for discussion that turned out to be a lot of fun! Elections were held for the 2000-2001 Executive Committee members, and with the new enthusiastic people who were elected it looks like an exciting year is coming.

Thanks to our Canadian friends, Marlo Beaudet, Cynthia Remedios, and Mike Mann from Winnipeg, Manitoba, the Canadian student event turned out to be a great success!! On Thursday night, Student CEC members came together and brought a T-shirt with them from their hometown. The T-shirts were put into a pile, names were drawn and everyone went home with a new shirt. To top off the evening, we were sent on a scavenger hunt all over Vancouver.

On Friday, the Committee Interest Meeting enabled students to join committees and take an active role in Student CEC. We are excited by the large number of student CEC members who signed up for committees!

That evening, Student CEC hosted "Mambo into the Millennium," a dance for which the proceeds help fund the Black Caucus and Ethnic Diversity scholarships. A huge crowd showed up, many of whom participated in the "alligator dance." The dance floor was breaking it down to the tunes of "Taking Care of Business." We were glad to see that many of the the dancers were not just students, but professionals as well. Just proves that "old" CEC members can still boogie!

The "Student Spot" is the Student CEC booth that is annually held at the convention center. The booth provided information about student convention events. The booth also had a message notebook for students to communicate with each other throughout the convention. Thank you to the extraordinary volunteers who manned the booth.

Saturday night was the gala. Although this event is not sponsored by Student CEC, it is a wonderful opportunity for all student CEC members to get together, celebrate surviving the convention, and begin to prepare for CEC's next convention, Kansas City!

We hope to see you at all of next years' Student CEC convention events. Remember, all are welcome, not just students!

Thanks to those who participated in the student CEC events and to those who helped plan them. Student CEC extends a special thanks to Leyton Schnellert and Faye Karvat from the Local Arrangements Committee and Laura Wilbur, Vice President of Programs, who made all these activities possible. The Student CEC Executive Committee hopes to see you next year because we are all "Goin' to Kansas City," and we hope you are too!! □

Kristen Wallitsch attends Bellarmine College in Louisville, Ky., where she is a member of CEC Chapter #605. She is also vice-president of communications for Student CEC.

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Diversity Issues Tackled at Convention

At the recent CEC Annual Convention in Vancouver, attendees participated in many excellent diversity activities. In addition to the sessions addressing the needs of students from diverse backgrounds, CEC held its seventh annual Multicultural Summit.

This year's summit held a special treat, as Lesra Martin made a guest appearance. Martin "RAISED" Hurricane Carter from his prison grave and went from illiteracy to giftedness when a group of Canadians taught him to read. Martin completed law school and has just resigned from his position as a prosecutor to go on the speakers' circuit. If you missed Martin's presentation at the convention, make sure you attend CEC's Multicultural Symposium in Albuquerque, N.M., October 11-14, where he will be the keynote speaker.

Summit attendees also made significant progress on CEC's Diversity Plan. Members suggested activities to implement CEC's diversity goals. For more information or to participate in this effort, contact Kayte Fearn at 703/264-9450 or kaytef@cec.sped.org.

In addition, summit attendees also focused on the needs of Canadian First Nations people and the Inuits.

And, attendees developed working agendas for the coming year at several division Multicultural Concerns Committee meetings as well as at meetings of the Division for Diverse Exceptional Learners, the Ethnic and Multicultural Concerns Committee, and caucus meetings (Black, Asian Pacific, Hispanic, American Indian, Gay/Lesbian/Bisexual/Transsexual, Educators with Disabilities). □

Convention, *from page 5*

rector of Research to Practice at the U.S. Department of Education.

Special educators are also worried that their students will be unable to meet state standards. However, Danielson said that if teachers and parents expect students with disabilities to live and work in their communities, we must be sure they have the skills and knowledge to do so. The key is to ensure our students get the resources they need to master the required subject matter, he added.

Another problem is that states and legislatures are looking to high stakes testing as a means to enact negative consequences for teachers and schools.

"Punishment is not an effective way to change behavior," said Danielson. "It takes a teacher's job, which is already a challenge, and makes it less desirable."

Over-use of accommodations is also a concern. Special educators may over-accommodate on state-wide assessments, thinking the accommodations "can't hurt." However, providing accommodations that aren't needed are antithetical to independence. Furthermore, students may not receive accommodations in the workplace, and those who don't need them shouldn't grow dependent on them, said Danielson.

Effective Treatments for ADHD

In general, a combined therapy using medication and behavior therapy or medication alone outperforms behavioral therapy in treating ADHD, but one must look at the child's characteristics to determine the best type of therapy for ADHD, said Peter Jensen, director of the Center for the Advancement of Children's Mental Health, in an invited session at the CEC convention. Jensen reported the results of a national study comparing various treatments for ADHD.

Further study results are:

- For children with anxiety and ADHD, a combined therapy worked best.
- For children with aggressive/oppositional behavior and ADHD, a combined therapy or medication worked better than behavior therapy alone.
- For children with ADHD or conduct disorder, behavior therapy only showed no gains.

Continues on page 9

Multicultural Database

The Early Childhood Research Institute on Culturally and Linguistically Appropriate Services (CLAS) needs your help to continue its work increasing awareness of cultural and linguistic diversity in early childhood special education.

CLAS Field Validators Wanted!

CLAS Field Validators will receive an honorarium for completing the following activities:

- Respond to a short questionnaire regarding materials addressing topics in early childhood, special education, and diversity.
- Validate a list of questions and practices on specific topic areas, such as transition, child guidance and discipline, assessment, and visual impairments.

If you would like to be a CLAS Field Validator, contact Rob Corso, 800/583-4135 or rcorso@uluc.edu.

Materials Wanted!

Do you have materials that can be used with children from birth to five years of age from culturally and linguistically diverse backgrounds?

Do you have materials that can be used with families from culturally and linguistically diverse backgrounds?

Do you have materials that can be used to prepare personnel who will work with these children and families?

Do you have materials for young children, families, and personnel that are effective across cultural and linguistic backgrounds?

If you answered "yes" to any of these questions, submit your materials to CLAS!

Send materials to Bernadette Knoblauch, CLAS Institute, CEC, 1920 Association Dr., Reston, VA 20191-1589. For more information, call 888/CEC-SPED or see the CLAS Web site, http://clas.uluc.edu.

CLAS is a collaborative project funded by the Office of Special Education Programs at the U.S. Department of Education.

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Division Focus

CASE

The Council of Administrators of Special Education

The CEC convention was an outstanding success for CASE attendees! Highlights included the CASE reception hosted by The Psychological Corporation, the CASE member breakfast co-sponsored by American Guidance Services, and HOSTS (Helping One Student to Succeed). There were also two special speakers at the CASE annual meeting: Tracey O'Dell from the Ontario Ministry of Education and Ken Warlick, director of the U.S. Office of Special Education Programs.

Election results are in: On July 1, 2000, Brenda Helman will assume the post of president elect; Beth Lowman, treasurer; Thomas Jeschke, governor; and Emily Collins, representative of CASE units. In addition, Joe Ovick will chair the Policy and Legislation Committee, and Jim Chapple will chair the Professional Development Committee.

At its annual meeting, CASE honored Luann Purcell with the Harrie Selznick Distinguished Service Award and recognized Dave Damgaard of Wisconsin with the CASE Outstanding Administrator Award.

CEC-DR

The Division for Research

CEC-DR presented the 2000 Distinguished Early Career Award to Ron Nelson at CEC's convention. Nelson, a professor of emotional and behavioral disorders at Arizona State University, will be invited to deliver an address at the 2001 CEC convention. The award of $1,000, co-sponsored by the Donald D. Hammill Foundation, recognizes an individual who has made outstanding scientific contributions, in basic and/or applied research, within the first 10 years following completion of the doctoral degree.

CEC-DR is updating e-mail records. If you did not receive the *DR Update* e-mail about voting and CEC convention proposals dated 4/21/00, send a brief e-mail message stating "update DR" to membership chair Manuel Barrera, mbarrera@d.umn.edu.

CEC-PD

The CEC Pioneers Division

CEC-PD announces its 2000-2001 officers: Linda Marsal will begin service as vice president on July 1, Ann Bleakly will continue as secretary, and Bill Vickers was elected member-at-large (U.S.).

CEC-PD presented Bill Heller with the Romaine Mackie Award for his exemplary service to special education.

CEC-PD is proud to report its membership growth is the largest division percentage increase from March 1999 to March 2000. If you have been a member of CEC for over 20 years or are retired, you should have received a postcard or letter inviting you to join. Send in your membership today!

CEDS

The Council for Educational Diagnostic Services

Don't miss the CEDS annual conference, *Cultural Diversity and Assessment*, Nov. 2-4, 2000, at the Hanalei Hotel in San Diego, Calif. Alba Ortiz will deliver the keynote address, "Assessment of Linguistically and Culturally Diverse Learners: From Traditional to Best Practices." For hotel reservations, call 800/882-0858. For registration and information, contact Sandra Miller, 616/895-3344, Fax: 616/895-2330, e-mail: millers@gvsu.edu, or visit the CEDS Web site at www.cec.sped.org.

DCDT

The Division on Career Development and Transition

At the 2000 CEC Convention, DCDT sponsored two showcase sessions. The first session, "International Perspectives on Transition from School to Careers: What Can the U.S. Learn?" featured speakers from the United States, Canada, South Africa, and Taiwan. The second showcase session, "Transition Curriculum, Benchmarks, Standards, and the Individualized Education Program: Can We Do it All?" focused on the complexities of merging high-stakes testing and state standards with formal transition planning.

DCDT will sponsor an international conference in Denver, Colo., in October 2001. The Colorado Department of Education is assisting DCDT with conference planning and logistics. More information about these conferences will be highlighted in the DCDT newsletter, or see the DCDT Web site, www.cec.sped.org.

DISES

The Division of International Special Education and Services

Two distinguished DISES members received major awards at the CEC convention. Vladimir Ivanovich Lubovsky of the Russian Academy of Education in Moscow received DISES' first Lifetime Achievement Award.

DISES Executive Committee member Shirley McBride was honored with CEC's Outstanding Public Service Award. This award is presented annually to an individual whose governmental or political activities have enhanced the education of students with exceptionalities. McBride is the Director of Special Programs at the British Columbia Ministry of Education.

DVI

The Division on Visual Impairments

At the CEC convention, DVI hosted the Helen Keller Art Show. This art exhibit will tour nationally, and the individual art pieces are available for purchase. Contact Madelyn Jones, 205/838-6341 or mcjones@ehs-inc.com, for further information about becoming a host site or to make a purchase.

DVI members led workshop and poster sessions on a variety of vision-related topics, including writing health care plans for young children with special needs, effects of the Braille code on phonological decoding, orientation and mobility needs of the blind multi-disabled child, education and needs of teachers working with deaf-blind children, and the role of pictures in supporting literacy activities.

The DVI Web page is currently under construction. Contact DVI Secretary L. Penny Rosenblum, rosenblu@u.arizona.edu, to suggest interesting links and topics.

MRDD

The Division on Mental Retardation and Developmental Disabilities

There is still time to register and submit your call for papers for MRDD's biennial conference, Oct. 12-14, 2000, in Baltimore, Md.

Keynote speakers include Temple Grandin and Ann and Rud Turnbull. For more information, contact Tom Wood, twood@utep.edu, or Val Sharpe, vmkko@aol.com.

TAG

The Association for the Gifted

It's time to take action! The TAG Board released its action agenda, *Diversity and Developing Gifts and Talents: A National Action Plan.* The plan outlines strategies to move gifted education forward through the combined efforts of individuals, organizations, policymakers, communities, and families. Three action areas have been targeted: preparing teachers, developing appropriate learning environments and curriculum, and recognizing student potential. Go to the TAG Web site, www.cectag.org, to read the plan.

Convention, *from page 7*

Though the study shows that medication is effective for children with ADHD, many parents and educators are still reluctant to use it. As a result, children may receive lower dosages than they need to suppress their symptoms, Jensen said. He also countered the argument that placing children on Ritalin or other medication for ADHD may lead to substance abuse.

"Long-term use of medication reduces the risks (of substance abuse)," Jensen said. "Children get into substance abuse through delinquency. With proper medication, kids make it in the real world."

Jensen warned that the study's conclusions embodied "average" results and do not determine what treatment will work best for any individual child. To determine the best treatment for a child with ADHD, one must consider all factors, such as whether the child has anxiety or if there are circumstances occurring in the home that may affect the child, Jensen said. He concluded by recommending that each child with ADHD receive an intensive evaluation and frequent monitoring to ensure the most appropriate treatment.

Reading

While we have made great strides in learning how to teach children to read, the battle is far from over. Researchers have identified methods that help the majority of young children learn to read, but we do not know how to prevent reading difficulties in all children, according to Joe Torgesen, professor at Florida State University. Another major problem is that we still do not know how to help non-readers master this essential skill once they have progressed beyond the third grade. This is problematic, for it is at the fourth grade that reading moves to expository writing, which gives students the information they need to master content, said Edward Kame'enui, professor at the University of Oregon. Non-readers also lose essential vocabulary acquisition, which is often correlated with intelligence, Kame'enui continued.

To help ensure young students learn to read, schools must take a proactive approach, recommended reading experts. First, they must consistently deliver quality reading instruction in kindergarten through second grade. Torgesen recommends using phonemically explicit instructional approaches, as they have the strongest impact on reading growth. Second, schools must provide more intensive, explicit, and supportive instruction for children who are at risk of reading difficulty. Third, schools should employ an assessment system that gives educators feedback on each child's mastery of the basic reading skills, such as alphabetic understanding, phonological awareness, and fluency, on a weekly or monthly basis.

"We can't wait until the end of the year to decide if kids are making progress," Kame'enui said. "We need assessment systems giving feedback on kids' behavior in reading on a moment-by-moment basis."

Providing Access to the General Education Curriculum

Giving students with disabilities access to the general education curriculum entails major shifts in the way teachers approach instruction, said Victor Nolet, professor at Western Washington University. First, both general and special education teachers need to be able to communicate and work effectively with other professionals. Second, they must share decision-making on assessment and instruction. And third, they must

Continues on page 15

Basic Skills for Early Reading Success

Mastering the Alphabetic Writing System

- Print Awareness — Awareness that print exists, and there is a reason for print.
- Alphabetic Understanding — Understanding that the letter system has a purpose and that letters correspond to specific sounds. Children must become automatic and fluent with the alphabet.
- Phonological Awareness — Awareness that particular sounds make up words.
- Phonological Recoding and Decoding — The ability to take in sounds, map them through visual representation in one's head, and go back and forth between the visual and auditory representation of sounds, letters, and print.

Comprehension

- Awareness of Story Grammar — Knowledge of the inherent structure of stories: character, problem, resolution to problem, initiating events, themes.
- Familiarity with a Wide Range of Vocabulary Words.
- Ability to Understand Written Text — Identify the main idea, predict plot turns.

5 Stage Model for Reading Mastery

by Edward Kame'enui

- Assess all students on reading skills.
- Identify the students needing strategic intervention (those one standard deviation below what is expected); identify the students needing intensive intervention (those having little or no awareness of the alphabetic writing system).
- Analyze the data and base the reading system on the data (reading goals, core curricula, how much time should be allocated for students who need a "double or triple dose" of reading instruction, how to group students).
- Set goals for each student and monitor students' progress.
- Evaluate interventions.

Get the Continuing Education You Need

Get the training you need to stay ahead of the curve! CEC brings in the experts to discuss cutting-edge issues in a variety of formats. Check the "Training and Events" section of the CEC Web site, www.cec.sped.org, for more details or call CEC, 888/232-7733.

Web Course — Assessing One and All: Educational Accountability for Students with Disabilities

Fall 2000
Spring 2001

CEC's Web-based trainers, Steve Elliott and Jeff Braden, have developed a 16-week Web course based on the book by the same name, to be published by CEC in May. Complete the course at your own pace via the Web using your own computer, and obtain CEUs for a semester-length course. Registration opens this fall.

Telephone Seminar — Adapting Curricular Materials for the Inclusive Elementary Classroom

December 6, 2000

Telephone Seminar — Adapting Curricular Materials for the Inclusive Secondary Classroom

February 7, 2001

Learn specific techniques and strategies to adapt standard curricular materials for elementary or secondary school students with mild cognitive disabilities. Get the latest best or promising practices in a teacher-friendly format. These 90-minute seminars are based on the best-selling ERIC/OSEP mini-library, *Adapting Curricular Materials*. Each site registration fee includes one copy of the mini-library.

Telephone Seminar — Promising Practices in Reducing Disproportionate Representation

March 7, 2001

Learn about what is being done to reduce disproportionate representation in special education. Find out about effective practices being used around the country and how you can use them in your situation.

New CEC Governance Policy Gives Members More Voice

In a historic move, the CEC Board of Delegates passed the proposed new governance policy for the association. Under the new, streamlined governance structure, CEC will be able to respond more quickly to issues and concerns in the field. In addition, CEC will be able to learn and use member input when advocating for federal policy and local legislation, involve members when developing CEC positions, and give members a direct vote for their leadership.

Under the new structure, all members will be eligible to serve as a unit's representative to the Representative Assembly, which will identify, discuss, and recommend positions on issues related to special education — including those that impact educators — to the Board of Directors.

In addition, members may serve on project teams, task forces, and work groups. These groups allow members to help shape policy on issues that are important to them, but members' commitment of time and energy will be limited.

Look for more information on this exciting change in the next issue of *CEC Today*. □

World Congress Opens New Doors to International Special Educators

The Special Education World Congress, held just prior to the CEC Annual Convention, broke new ground as it brought together more than 500 special educators from around the world. As these international educators discussed new developments, trends, and concerns about special education in their own countries, they also learned that we all share many of the same issues, regardless of our nationality.

Highlighting the program were international special education leaders. In his keynote address, John Visser, president of the National Association for Special Education Needs and president-elect of CEC's Division of International Special Education Services, focused on inclusion and the many ways it has changed special education. Visser also cautioned that globalization does not mean sameness, for sameness can result in convenience and blandness and special education focuses on finding differences.

The World Congress's second keynote speaker, Lena Saleh, former chief of UNESCO's Special Needs Education, also stressed the fact that special education is facing the same challenges and enjoying similar triumphs across the world. As a field, we have much to be proud of as we look to the future.

In addition, inspiring addresses were given by Vladimir Ivanovich Lubovsky, of the Russian Academy of Education, Moscow, and Shirley McBride, director of the Special Programs Branch in the British Columbia Ministry of Education. Lubovsky shared new work being done in Russia on student assessment, and McBride gave insights into developing and maintaining special education programs and practices. □

CEC Honors Its Teachers of the Year

CEC's 2000 Clarissa Hug Teacher of the Year Nancy Barnett shares a special moment with CEC President Bill Bogdan.

CEC recognized several outstanding teachers at its third annual Teacher of the Year Luncheon at the CEC convention. Family members, colleagues, and CEC and community leaders joined in celebrating their accomplishments.

Mel Cooper, luncheon keynote speaker and Canadian business leader and broadcaster, captivated the audience with his uplifting words and sense of humor.

"Believe in what you do, and you will be successful and happy," he said.

Cooper also encouraged audience members to take themselves less seriously by laughing at their mistakes and enjoying even the smallest accomplishments they and their students make. These moderate gains build the foundation for their students' future and longlasting success, he said.

Matthew Jennings, New Jersey Teacher of the Year, receives his award from President Bogdan.

Each Teacher of the Year in attendance received a commemorative statue and an engraved brass nameplate. In addition, U.S. teachers received a letter of congratulations from U.S. Education Secretary Richard Riley. CEC's British Columbia Teacher of the Year received a letter from B.C. Education Minister Penny Priddy.

Teachers in Attendance

- **Nancy Barnett**
  Clarissa Hug Teacher of the Year (Indiana Federation)
- **Deborah Brackins**
  Georgia Federation
- **Maria DeLuca**
  Pennsylvania Federation
- **Linda Harris**
  Missouri Federation
- **Matthew Jennings**
  New Jersey Federation
- **Debbie Johnson**
  Illinois Federation
- **Rene Layman**
  Mississippi Federation
- **Linda Sellars**
  British Columbia Federation
- **Martha Wiley**
  Ohio Federation

Martha Wiley, Ohio Teacher of the Year, and friends take the keynote speaker's advice and enjoy life.

We're so proud of you, Debbie Johnson of Illinois.

To learn more about the Clarissa Hug Teacher of the Year Award, go to the CEC Web site, www.cec.sped.org, in the "About CEC" section or call 888/CEC-SPED, x491.

CEC Brings You Four Exciting Franklin-Covey Workshops

You've heard about it. Now it's your chance to expand your horizons through four life-changing Franklin-Covey workshops offered through CEC during the next year.

Building Trust
October 14, 2000
Albuquerque, New Mexico

Power Principles
November 19, 2000
Williamsburg, Virginia

7 Habits of Highly Effective People
January 12-14, 2001
New Orleans, Louisiana

4 Roles of Leadership
June 22-24, 2001
Chicago, Illinois

For more information, contact CEC, 888/232-7733 or conteduc@cec.sped.org.

TAKE IT FOR *granted*

Come On Over and Do Something Initiative — Sears, Levi's, and Do Something are sponsoring youth-led efforts to improve the community. Fifty grant winners will each receive $500 to fund their community service projects. Deadline: July 1. Applications must be submitted online. Eligibility: Individuals 18 years old or younger. Groups can apply as long as one contact person is identified. Contact: www.dosomething.org.

Special Education Technical Assistance and Dissemination Program — The Education Department will grant funds to a program that improves early intervention, educational, and transitional services for children with disabilities. Deadline: July 17. Eligibility: State and local education agencies, institutions of higher education, private non-profit agencies, and Indian tribes and organizations. Contact: ED Publications Center, 877/433-7827, www.ed.gov/legislation/FedRegister/announcements. (CFDA 84.326J)

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Meet the 2000 CEC Award Recipients

CEC honored its 2000 award recipients at a special awards ceremony held during the CEC Annual Convention & Expo in Vancouver, B.C. Please join us in congratulating these outstanding contributors to individuals with exceptionalities.

Gerald Wallace
2000 Wallin Lifetime Achievement Award

CEC is proud to present Gerald Wallace as its 2000 J. E. Wallace Wallin Special Education Lifetime Achievement Award recipient. Wallace's groundbreaking work has significantly impacted the instructional strategies we use today.

Wallace began his career in 1963 as a teacher, and his desire to improve the education of children with disabilities has never wavered. A cornerstone of his work concerns the use of assessment to design instruction. One of Wallace's most respected works on assessment, the Comprehensive Receptive and Expressive Vocabulary Test (CREVT), is used internationally to identify students who are below their peers in vocabulary proficiency.

In addition, Wallace led the way in increasing public awareness and understanding of learning disabilities. He developed and produced *Characteristics of Learning Disabilities*, one of the first nationally distributed PBS programs on learning disabilities.

Wallace also helped shape the field through his prolific writing. His renowned textbooks, *Learning Disabilities: Concepts and Characteristics*, *The Educational Assessment of Learning Problems: Testing for Teaching*, and *Teaching Students with Learning and Behavior Problems*, have provided practical and professional training for thousands of school personnel for more than two decades.

Wallace's commitment to special education is further reflected in his dynamic leadership in the field. He has led major university special education programs for more than 30 years and served on the boards of key organizations, including CEC's Division for Children with Learning Disabilities and the Council for Learning Disabilities.

Though Wallace's many accomplishments extend beyond the classroom, he is still a "teacher." Current and future special educators and researchers regard Wallace as their role model, mentor, and friend.

Wallace is currently the director of the Ph.D. in Education Program at George Mason University in Fairfax, Va.

Nancy Barnett
2000 Clarissa Hug Teacher of the Year Award

Nancy Barnett, CEC's 2000 CEC Clarissa Hug Teacher of the Year, specializes in turning "I Can't" into "I Can." This extraordinary special education teacher from Muncie, Ind., used a gut feeling, $2,000 from a federal grant, and $5,000 of her own money to develop the I CAN Work Project for her high school students.

Barnett's I CAN Work Project integrates math, science, and English to teach business and employment skills to students with disabilities. Her students, who run the business, staff as many jobs as possible.

After high school, some of Barnett's students are placed in jobs in the community or in the school. Others may work in sheltered workshops or participate in the Beyond I CAN Project, a follow-up program Barnett developed for students over 21 who are interested in running a business with the skills they learned in high school.

Under Barnett's leadership, her students also learn that though they are disabled, they can give to others. They participate in a number of community projects, including delivering quilts they have made to children with AIDS. Her students also use some of the store's profits to buy toys they donate to Toys for Tots.

In addition to her accomplishments in the classroom, Barnett has also worked extensively with her fellow educators. She has presented workshops at state and local CEC conferences, universities, and the Governor's Council on Disabilities.

Barnett has received numerous honors for her innovative and successful programs, including the State Farm Good Neighbor Award, the Ellison Exceptional Award, Children's Charities, Community Foundation, Learn & Serve America, and Youth as Resources.

Congratulations to Nancy Barnett. She exemplifies the "I CAN" attitude of our exceptional teachers.

Daniel Hallahan
2000 Research Award

Daniel Hallahan has not only been one of the most prolific researchers and scholars in special education for more than two decades, he has also been one of the most influential. Through his outstanding research and continual emphasis on classroom practice, he developed the underpinning and much of the impetus for instructional strategies that are considered "best practice" today.

Hallahan's contributions to special education have — and continue — to change not only the way students with learning disabilities are taught but also what they are taught. He was one of the first in the field to identify processing deficits in children with learning disabilities, especially in the area of selective attention. His determination to translate his findings into classroom practice has led to many of the techniques we use to help children become

more strategic learners. Techniques such as self-monitoring, highlighting, and organizational training owe their genesis to Hallahan.

Hallahan also has authored some of the most influential books in special education. His text, *Psychological Foundations of Learning Disabilities,* is an acknowledged classic in the field, and *Exceptional Learners: Introduction to Special Education*, which Hallahan co-authored, is the most widely used textbook in introductory courses at universities throughout the country.

In addition, Hallahan has mentored generations of researchers, many of whom are now among those contributing to the improvement of special education practices for children with disabilities.

Currently, Hallahan chairs the Department of Curriculum, Instruction, and Special Education at the University of Virginia, where he also founded and directed the Learning Disabilities Research Institute from 1977 to 1983.

Hallahan's work has changed the course of special education research and resulted in improved classroom practices for children with learning disabilities, attention deficits, and behavioral problems. Few researchers leave a legacy as extraordinary as that of Daniel Hallahan.

Beverley Johns
2000 Outstanding Leadership

An open smile, the willingness to take on any task, and a wealth of knowledge about special education issues and CEC — this is Beverley Johns, CEC's 2000 Outstanding Leadership Award recipient.

In her nearly 30 years as a CEC member, Johns has continually ensured that CEC played a key role in the development of special education policies and practices. As a member of the Executive Board of CEC's Division for Learning Disabilities (DLD), she targeted national issues to be addressed, saw that position papers on vital issues were written, insisted that DLD have a national voice, and frequently provided that voice. Johns also has led two additional divisions, CCBD and CEC-PD, ensuring they, too, played a leading role in special education policies.

Johns has also been in the forefront of legislative action at the local, state, and federal levels. In addition to acting as a Children's Advocacy Network representative, Johns testified before the Illinois legislature and city council, both of which adopted an ordinance on truancy.

Johns has further served CEC in numerous other capacities, including member of the Board of Governors and chair of the Advocacy and Governmental Relations, CAN Handbook Revision, and Delegate Assembly Audit committees. She has contributed extensively to the Illinois Federation, receiving its Outstanding Leadership Award in 1987. As further testament to Johns' service, she was named "First Lady of the Federation" in 1993.

Johns' leadership extends beyond direct service to CEC. She has co-authored three books on behavior disorders and has written and contributed to a number of well-respected journals. She is also a popular speaker who has presented keynote addresses and led numerous workshops on behavior disorders.

Congratulations to Beverley Johns for her much-appreciated leadership in CEC. Her dedication and hard work serve as a model for all.

Shirley McBride
2000 Outstanding Public Service

From the classroom to provincial-level government, Shirley McBride has demonstrated her commitment to and advocacy for children and youth with exceptionalities. She has repeatedly exhibited a unique capacity to effectively collaborate with policy makers at all levels, including school boards, parent and professional organizations, and the members of the British Columbia Provincial Government.

McBride has served as the Director of the Special Education Programs Branch within the British Columbia Ministry of Education for the past 12 years. In this position, she has been instrumental in providing background information for provincial policy makers, as well as clarifying issues related to special education for government decision-making. Her leadership and stewardship have led British Columbia into an era where "inclusion" is accepted and practiced daily in school communities across the province.

McBride has provided unparalleled leadership in promoting effective, equitable, quality, professional, and accountable services and programs for children and youth with exceptionalities. During her current tenure as director of special education, she has served on the British Columbia Commission on Education. She also participated in the Development of Interministerial Protocols for the Provision of Support Services to Children and the publication of British Columbia's *Special Education Services Manual of Policy Procedures and Guidelines.*

Since 1970, McBride has served in leadership capacities in various organizations, including Saskatchewan Federation president as well as provincial representative on the CEC Canadian National Committee and the Saskatchewan Teachers' Federation. She has also published in several professional journals. For her exemplary service and unwavering dedication, McBride was presented with the Selznick Award for Distinguished Services by CEC's Council of Administrators of Special Education in 1996.

Shirley McBride's credibility in the public arena and her forward thinking make her a notable recipient of CEC's Outstanding Public Service Award. □

President's Convention Address —

Heart, Soul, and the Council for Exceptional Children

BY WILLIAM K. BOGDAN

It has been an honor and a pleasure to have served as your president. I applaud your dedication to the children, the youth, the families, and the colleagues you serve each and every day.

In this short time, I wish to speak with you about heart, soul, and the Council for Exceptional Children.

Mother Teresa said, "There is more hunger for love and appreciation in this world than for bread." If so, then what responsibility do we have as an organization of soul-filled people to give love, to express appreciation to ourselves and each other, and to live our professional lives through our heart and with our soul?

In a wonderful book written by Terry Deal and Lee Bolman, *Leading with Soul, An Uncommon Journey of Spirit*, the authors entice us to rekindle the human spirit by committing our heart and our soul to our daily work. They say it is our heart, our spiritual center that gives us the courage and compassion to accomplish our work. The journey of the soul is a quest through unchartered territory, a territory that affords us the opportunity to open our eyes and our hearts to discover that what we are doing with our lives is actually changing the world, one child at a time, one day at a time, in one place at a time.

What makes our profession unique is that from day one, we have been dedicated to the individual child, to the exceptional child. We have been trained to build a community of learners through concentrated and specialized instruction. We have much to offer our colleagues in understanding our specialized ability to see each child for the unique gifts, talents and needs he or she brings to our schools.

But, we also must recognize that for students with disabilities and/or gifts and talents to be successful, we have to understand what all students are being asked to do. We must understand the expectations society holds for all graduates. And, we must be fully accountable for our own practices and outcomes. By doing these things, we work from a strong, defensible position of leadership. And through CEC, we are afforded the opportunity to learn, to grow, and to mentor one another.

What is the heart and soul of CEC that attracts our passion? It is our soul's voice that commands us:

- To inspire children to learn.
- To advocate for those who need a voice.
- To support and propel each other to new heights.
- To hold one another's hand when the path gets rugged.
- To lead the reform in our buildings, in our districts, on our campuses.
- To define education for the 21st century.

The heart of CEC is the pulse we give to this profession. The soul of CEC is you who work so tirelessly to define excellence and quality in serving all students by treating them as though they are already what they can be.

As a profession, we are facing challenging times. At no time in history have more educators abandoned the field of education and especially the field of special education. And, at no time in history, have educators been under a bigger accountability microscope.

CEC continues to set the standard for the profession. It is through our vision and leadership that practices are defined and services built to support students, families, and professionals. It is through the work of our Commission on the Conditions for Special Education Teaching and Learning that we lead. It is the partnerships we develop within and outside of our profession, with our legislators, and with our students and families that defines our soul. It is the healthy and spirited debate in which we engage as we stir the embers of our passion for this profession and for CEC.

> *"I challenge you to act as if what you do makes a difference. It absolutely does."*

And what of our own diversity? As a country and as a people, we still find it too easy to exclude rather than embrace those who are different from ourselves. CEC is nothing more than a microcosm of our world community. Today, we have the greatest opportunity to define our soul as one filled with compassion. We must celebrate our diversity, and we must serve as a role model. It is what we write and how we write it. It is what we say and and how we say it. And it is how we act that defines our voice. It is who we include at our table. It is not simply the act of being tolerant, it is the act of celebrating our differences that sets us apart.

As an administrator, I see miracles each and every day. As president of CEC I have seen goodness, I have seen giving. One of the greatest pleasures in serving as president has been the opportunity to participate in ceremonies honoring exceptionally talented students and exceptionally talented professionals. What I have observed is the total commitment special educators have made in helping their students excel. What I have also observed are students who have excelled in exceptional ways.

I challenge you to act as if what you do makes a difference. It absolutely does.

Cherish your visions. Cherish your ideals. And, cherish the music that stirs your heart. If you remain true to them, you will have contributed much to this world. □

For the full text, see the CEC Web site, www.cec.sped.org.

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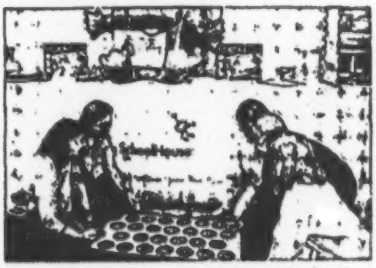
Convention, *from page 9*



Convention attendees experiment with one of the many resources in the Exhibit Hall.

employ more flexible teaching approaches, including who will teach what, where the instruction will occur, and how the students will be grouped both in and out of class.

Educators may also need to base instructional units on the content their students should master. This structure will influence the way teachers group children and gather feedback, as well as the instructional approaches they will use.

Finally, educators must monitor students' progress in the general education curriculum. Continuous flat profiles in critical target areas is not acceptable, Nolet said.

Accommodations/Modifications

Educators should provide a continuum of accommodations that allow students with disabilities to access the general education curriculum, recommended David Chard, professor at the University of Texas. While accommodations involve changing the way content is delivered, sequencing of material, or timelines for mastery, they still allow students to work toward the content established in state standards.

Chard warned that special educators should be leery of making modifications, which change the knowledge and skills a student is expected to master. When making even simple modifications, we can take him or her "out of the loop" for success on state- and district-wide assessments.

Special Education Law and You

In one of our most popular sessions, Arthur Cernosia, educational consultant, reviewed some of the issues the courts are looking at in special education and explained what special educators can do to minimize legal repercussions.

- **Evaluations**: Decisions concerning a child's disability and educational program must be based on a number of assessments, including informal teacher assessments and observations, as well as input from parents. Educators should also be able to articulate the educational basis or rationale for a decision.
- **Educational Methodology:** The courts have stated that they will not resolve disputes on educational methods. The courts recognize that there are many different ways to teach a child with a disability.

IEPs

- The emphasis on students with disabilities participating in the general education curriculum should not result in major expansions of the IEP or in detailed goals, benchmarks, or objectives in every content area! The new focus should result in attention to accommodations that allow students to participate in the general education curriculum. Teaching methodologies do not need to be written into the IEP.

Cernosia warned that long IEPs set everyone up for failure. "When you develop 36 page IEPs, someone will forget about page 18," he said.

- The IEP should focus only on those curricular areas the team decides will be impacted by the child's disability and those services the child needs to accomplish the state's standards.
- The IEP is a legal commitment for the services the school will provide for the child. IEP goals must allow children with disabilities to engage in meaningful educational activities, but the IEP is not a guarantee of results.

Discipline

- **Manifestation Determination** —A school can decide a child's behavior was not a manifestation of the child's disability only if the IEP is appropriate, the IEP strategies have been implemented, and the child's disability did not impair his or her ability to understand the impact, consequences, and ability to control behavior. To show that a child understands the impact and consequences of his or her actions, educators can use anecdotal stories of their daily interactions with the child.

While the school cannot decide whether or not the student's behavior was a manifestation of his or her disability without the parents' presence, the school can meet to discuss the issue. In fact, it's often a good idea to give staff a time to vent behind closed doors.

- **Behavioral Assessments** — A behavioral assessment would not require parental consent if it is a review of existing data. If the behavioral assessment involves formal evaluations or psychological or other assessments and procedures, the school should get parental consent.
- **Continuing Educational Services** — If a child is removed from the educational environment for more than 10 days, school personnel and the special education teacher (not the IEP team) determine what services the child will receive. That could mean that homework would be sent home.
- **Least Restrictive Environment** (LRE) — LRE is being applied to preschool children, and districts must ensure that a continuum of services is provided to this population. LRE is also being considered for the extended school year, which is based on the child's potential for regression, the rate of recupement, or other factors such as the child being on the brink of a breakthrough in his or her basic skill area. □

See the CEC Web site for more convention session summaries, www.cec.sped.org.

Never let it be said that the CEC convention is all work and no play!

CALENDAR OF CEC *events*

june

June 13-14, 2000
TED Workshop, "Using Cases to Explore Current Issues in Special Education." Atlantic Oakes-by-the-Sea, Bar Harbor, ME. Contact: Kathryn Markovchick, 207/685-3171, FAX 207/685-4455, e-mail: mesupport_network@manchester.u42.k12.me.us. Workshop will also be held August 3-4, 2000 in Breckenridge, CO.

august

August 3-4, 2000
TED Workshop, "Using Cases to Explore Current Issues in Special Education." Village at Breckenridge, Breckenridge, CO. Contact: Kathryn Markovchick, 207/685-3171, FAX 207/685-4455, e-mail: mesupport_network@manchester.u42.k12.me.us. Workshop also held June 13-14, 2000 in Bar Harbor, ME.

september

September 28-29, 2000
DLD's First Annual Conference, "Bridging the Gap between Research and Practice: Research-Supported Interventions for Students with Learning Disabilities." Westin-Francis Marion Hotel & Charleston Lightsey Conference Center, Charleston, SC. Contact: National DLD Conference, PO Box 1304, Lawrence, KS 66044.

october

October 11, 2000
CEC/DDEL Pre-symposium Institutes, "Promising Practices for Reducing Disproportionate Representation" and "An Assessment Model for Language Minority Learners." Hyatt Regency, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

October 12-13, 2000
CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners, "Diversity in the New Millennium." Hyatt Regency Albuquerque, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org.

October 14, 2000
CEC/DDEL Post-symposium Franklin Covey Workshop: "Building Trust." Hyatt Regency, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

October 12-14, 2000
MRDD's 7th International Conference, "Many Roads: Different Directions." Holiday Inn-Inner Harbor, Baltimore, MD. Contact: Val Sharpe, 410/480-9667, e-mail: VMKKO@aol.com; or Tom Wood, 5337 Country Oaks Drive, El Paso, TX 79932, 915/747-5572 (O), 915/581-4261 (H), FAX 915/747-5755, e-mail: Twood@utep.edu. Keynote speakers: Temple Grandin, Ann and Rudd Turnbull.

October 25-28, 2000
California CEC Federation 50th Annual Meeting and Special Education Showcase, "Taking Reform into the New Millennium." Doubletree Hotel, Sacramento, CA 95815. Contact: Marion England, 1010 S Street, Sacramento, CA 95814, 916/443-1838. For program presentations, contact: Leo Sandoval, 916-783-9577, e-mail leos@mindsync.com.

november

November 1-3, 2000
"South Carolina Transition Conference." Hyatt Regency Greenville, Greenville, S.C. Contact: Project SIGHT, University of South Carolina School of Medicine/CDR, Columbia, SC, 29208, 803/935-5219, e-mail: hinesl@cdd.sc.edu. Co-sponsored by South Carolina DCDT and Project SIGHT.

November 2-3, 2000
LCCE Regional Training. Reston, VA. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

November 2-4, 2000
CEDS Annual Conference, "Cultural Diversity and Assessment." Hanalei Hotel, San Diego, CA. Contact: Rachelle Bruno, 606/572-5167, FAX 606/572-6096, e-mail: bruno@nku.edu; or CEDS Web site, www.cec.sped.org. Keynote speaker: Dr. Alba Ortiz, "Assessment of Linguistically and Culturally Diverse Learners: From Traditional to Best Practices."

November 6-9, 2000
TED Conference, "The New Millennium: Issues, Concerns, Solutions." Tropicana Hotel, Las Vegas, NV. Contact: Nasim Dil, Dept. of Special Education, University of Nevada-Las Vegas, 4505 Maryland Pkwy, Las Vegas, NV 89154-3014, 702/895-1103 (O), FAX 702/895-0984, e-mail: dil@ccmail.nevada.edu.

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Vol. 6 No. 8
June/July 2000
www.cec.sped.org

Call for Award Nominations

Nominate a peer for one of the following CEC professional awards:

J.E. Wallace Wallin Special Education Lifetime Achievement Award

Clarissa Hug Teacher of the Year Award

CEC Special Education Research Award

CEC Outstanding Leadership Award

CEC Business Award

CEC Outstanding Public Service Award

Nominations are due November 6, 2000

For nomination forms and guidelines, see the CEC Web site, www.cec.sped.org, in the "About CEC" section or contact CEC, 888/CEC-SPED or service@cec.sped.org.

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"Special Education Teaching Conditions Must Be Improved!" Says CEC

Current special education teaching conditions have pushed the field into crisis, with students with disabilities sometimes receiving less than adequate instruction and special education teachers leaving the profession in record numbers, according to a new report by CEC. The report shows that the problem rests not with the special education teachers but with a system that requires them to complete overwhelming amounts of paperwork and carry high caseloads among other problems, all with too little support. Under these conditions, special education teachers can't do the one thing they want to do — give their students the best instruction and the best of their time and talents. In fact, 68 percent of special education teachers report that they spend less than two hours per week in individual instruction with each of their students!

The report, *Bright Futures for Exceptional Learners: An Action Agenda to Achieve Quality Conditions for Teaching and Learning*, recognizes that the problem is prohibitive and will take the collaboration of all to redress. It calls on schools, districts, states, administrators, businesses, federal agencies, professional associations, parents, and teachers to take action and recommends steps each can take to remedy the current situation and give students with exceptionalities a future bright with promise and opportunity.

It is imperative that the nation take action to improve current special education teaching conditions. In the best of circum-

Continues on page 5

CEC's New Leaders Swing into Action for YOU This Summer

July 1 marked the beginning of a new era for CEC — it welcomed its new, streamlined governance structure. As July marches on, the newly-elected Board of Directors will be working hard to implement the new structure and ensure it meets its goals: to respond to issues in the field in a timely manner and increase member involvement in CEC policy and decision making.

In addition, the Board of Directors will tackle three important issues that impact every CEC member. First, they will take action on *Bright Futures for Exceptional Learners*, CEC's report on special education teaching conditions (see lead story). Second, the Board will review the results of CEC's member survey and determine how CEC can better serve each of its members. Third, it will work with the Unit Task Force and Representative Assembly to determine ways in which our units can work more effectively.

Because the Board members want to keep communication open between it and all CEC members, a summary of its actions will be available after each meeting. And, CEC's Board wants to hear from YOU. If you have a question, concern, or issue you would like the Board to consider, you can contact any one of the members. (To learn

Continues on page 9

And the 2000 Yes I Can! Award Goes to ...

Academics

Miranda Calfee, Cleveland, Tenn.
Adah Guy, Allen, Md.
Stefanie Jones, Orlando, Fla.
Jimmy LongEagle Kilgore, Cleveland, Tenn.
Judy Kranabetter, Chilliwack, B.C.

Arts

Valerie Hembruff, London, Ontario
Alexandra Hynish, St. Petersburg, Fla.
Dennis Olniev, St. Petersburg, Russia
Maxim Olniev, St. Petersburg, Russia
Kyle Scrimshaw, Winnipeg, Manitoba
Aaron Wristen, Reynoldsburg, Ohio

Athletics

Patrick Cox, Pearl, Miss.
Mariano Gannon, Rocky River, Ohio
Nicholas Luce, Phoenix, Ariz.
Asia Renning, Milan, Mich.
Katy Wilson, Lithonia, Ga.

Community Service

Erin M. Dinklenburg, Lindenhurst, Ill.
Alison Kilduff, Dearborn, Mich.
Cassandra Pietch, Avon Lake, Ohio
Lester Porter Jr., Springfield, S.C.
Shane Thompson, Cleveland, Tenn.

Employment

Robert Ellison, Cleveland, Tenn.
Teresa Lowry, Grove City, Ohio
John Spencer Manis, McDonald, Tenn.
Michael Ortega, Albuquerque, N.M.
David Schaefer, Covington, Ky.

Extracurricular Activity

Leigh Eppinger, Annandale, N.J.
Shawn Parsons, Asheboro, N.C.
Amber Patterson, Cleveland, Tenn.
Patricia Suits, Lisbon, Ohio
Sharonda Terry, Jacksonville, Fla.

Independent Living

Caitlyn Dunn, Miamisburg, Ohio
Shahid Hanif, Orlando, Fla.
Kobila Her, Kansas City, Kan.
Pierre Rutland, Asheville, N.C.
Eric Sanken, Plymouth, Minn.

FEC and CEC salute these outstanding individuals!

Snapshots of Success — CEC and FEC Celebrate the 2000 Yes I Can! Winners

CEC and the Foundation for Exceptional Children (FEC) awarded 35 Yes I Can! Awards this year to outstanding students with disabilities in 16 U.S. states, Canada, and Russia. The Yes I Can! Awards were presented during the CEC Awards Ceremony in Vancouver, B.C., on Friday, April 8, 2000. CEC and FEC would like to thank Globe FEARON Educational Publisher for sponsoring the reception that followed that evening.

To learn more about each Yes I Can! award recipient, go to the CEC Web site, www.cec.sped.org.

Nominate a Student for Next Year

Consider nominating a student for next year's Yes I Can! Awards. For more information, see the CEC Web site, www.cec.sped.org, or contact the foundation at fec@cec.sped.org or 703/264-3506.

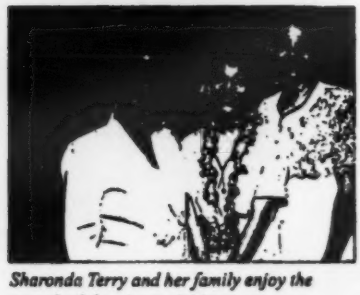
Jimmy LongEagle Kilgore and his family pose for a photograph during the awards reception.

Athletics recipient Asia Renning proudly accepts her award.

Katy Wilson's family proudly celebrates her accomplishments.

President Bill Bogdan presents Judy Kranabetter with her award for outstanding achievement in academics.

Fellow recipients Nicholas Luce (l) and Erin Dinklenburg (r) enjoy a moment before the ceremony.



Sharonda Terry and her family enjoy the award celebration activities.

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Renewing Your Membership Has Never Been Easier

Now that summer is here, take this time to renew your membership and keep your publications coming without interruption. You many even qualify for a special renewal discount!

Four Simple Ways to Renew

Renew your membership as soon as you receive your renewal notice to prevent any disruption in services. Choose from among four convenient ways to renew:

- **By Mail** — Complete the renewal notice and send it with your payment in U.S. dollars to CEC, P.O. Box 79026, Baltimore, MD 21279-0026. Canadian members paying in Canadian dollars must send a check to CEC, P.O. Box 9336, Postal Station A, Toronto, ON M5W 3M2, Canada.
- **By Phone** — Call CEC's Constituent Services Center toll free at 888/232-7733. Have your renewal notice and credit card — VISA, MasterCard, or Discover — handy. Tell the operator you are renewing your membership and provide your CEC member identification number so your record can be retrieved quickly.
- **By Fax** — Complete your renewal notice with your credit card information or a purchase order, and fax it to CEC's Constituent Services Center at 703/264-9494.
- **Online** — Renew online at CEC's Web site, www.cec.sped.org. Go to the membership application form by following the "How to Join" link in the membership section. Be sure to provide your CEC member identification number.

Use this time to make sure your membership information is up-to-date. Make any necessary address, phone, fax, and e-mail address changes. Also review your division memberships and add or change as desired.

Special Renewal Offers

- **Attention Graduates!** You're starting that new job. ... You'll have new issues and questions. ... Keep CEC in your professional toolbox by becoming a professional member and save $20 on your first year's professional dues! Students who have already taken advantage of this offer are eligible to save $10 on their second year's professional dues.

To be eligible, you must have been a member in good standing during the last academic year, and your membership must not have lapsed more than 90 days. Look for more information on this special offer on the back of your renewal notice.

- **Attention Retired Members!** If you are a retired special educator who has not accepted a new full-time position, you qualify for CEC's special retirement dues — just $35. Simply provide the name and address of your former employing organization and your retirement date on your renewal form.

Thank you for your membership in CEC, the leading special education association! □

Attention Unit Leaders!

Your 1999-2000 annual report is due by September 1, 2000. Complete and submit these forms online in the Membership section on the CEC Web site, www.cec.sped.org. Questions? Call 888/232-7733 and ask for Unit Development, or e-mail mbrship@cec.sped.org.

Also, if you have not submitted your 2000-2001 officer list, please do so now!

Bonus Benefit for New Members

Are you reading your colleague's newsletter and wonder if you should join CEC? Don't delay any longer. For a limited time, new U.S. professional members can receive $30,000 of term life insurance during their first year of membership **absolutely free**!

When you join CEC for the first time, you'll receive more information and an enrollment form. This group term life insurance is underwritten by New York Life Insurance Company and administered by Forrest T. Jones & Company, Inc. Take advantage now of this special opportunity for life insurance coverage!

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Advocacy in Action

CEC Teacher Testifies Before Congress on Use of Ritalin

Francisca Jorgensen, member of CEC chapter #192, testified before Congress on the use of Ritalin to help students with Attention Deficit Disorder (ADD) and Attention Deficit Hyperactivity Disorder (ADHD). She is a special education teacher in the Arlington County Schools in Virginia.

Jorgensen said that schools should first try to meet the needs of students with ADD/ADHD by modifying their environment. Jorgensen noted that while these environmental modifications are often enough to assist some students with ADD or ADHD, Ritalin may also need to be considered for other students.

Some students are unable to concentrate and are therefore unable to learn, Jorgensen said. These students are unable to retrieve information and are unable to communicate in a classroom.

"The result is a child who lags further and further behind his or her peers, often to a social detriment," she said.

It is often at this stage that the decision is made to consider medical intervention.

In her years as a special education teacher, Jorgensen has worked with students who, prior to medical intervention, were unavailable for instruction even after appropriate adaptations were made to the learning environment. However, with medical and other appropriate interventions, those same students became focused and determined learners, often catching up on years of missed information.

However, Jorgensen cautioned that the decision to alter a child's natural body chemistry by administering Ritalin should not be made lightly. She recommended that once medication is in place, a team should be implemented to gauge new productivity levels in students. Team members should include parents and teachers, along with a doctor's close supervision. Such a process helps ensure an appropriate dosage of the medication and an individualized schedule for each child.

This medical strategy, coupled with environmental controls and solid teaching practices, often yields compelling results. Although the use of Ritalin is not always necessary, for some children it is the difference between learning and failing, Jorgensen said.

To learn more about Ritalin, read the article, "What Teachers and Parents Should Know about Ritalin," in TEACHING Exceptional Children *(March/April 1999) or on the CEC Web site, www.cec.sped.org.*

Classroom Modifications for Students with ADD/ADHD

- Make sure the student has an "advantageous" seating location. This may not always mean placing a student front and center of the classroom. You need to find the most productive "fit" for each student.
- Provide an individualized, written schedule that the student can refer to when needed.
- Assign the student a "study buddy" if the student needs one-on-one attention to complete assignments.
- Stabilize the school environment as much as possible, making sure that school supplies are in the same location each day.
- Provide a second set of textbooks for the student to keep at home.
- Consider keeping the student in the same classroom all day or moving his or her learning environment as necessary, depending on the individual student's needs.
- Provide technological accommodations such as a laptop computer. This might lessen a student's tendency to lose papers.
- Appoint a single person to whom the student reports to for help.

These tips were excerpted from Francisca Jorgensen's testimony.

CEC Members Take to the Hill with a CAN-DO Attitude!!

CEC's Children and Youth Action Network (CAN) members are joining with other special education advocates this July to discuss the key issues affecting special education.

During this annual CAN Workshop/Legislative Summit, held from July 15-18 in Washington, D.C., CAN coordinators from each federation and division learn up-to-date information on current legislation as well as how to implement federal issues at the state and local levels.

Workshop attendees hear from various speakers on such topics as discipline, gifted and talented students, the federal budget and appropriations, the Elementary and Secondary Education Act, and IDEA. CAN coordinators are also treated to a lively and entertaining presentation, "Budget Disco: Watch the Surplus Turn the Federal Budget Beat Around," by Stan Collender, Senior Vice President of Fleishman-Hillard.

In addition, CAN coordinators learn about CEC's agenda to improve teaching conditions for special educators. This includes strategies to implement the recommendations of CEC's forthcoming report, *Bright Futures for Exceptional Learners: An Action Agenda to Achieve Quality Conditions for Teaching and Learning.*

Also, CAN coordinators receive advocacy training and orientation about their CAN responsibilities, including how to establish and build a CAN network and receive federation and division support for CAN activities.

Attendees culminate their activities with a trip to Capitol Hill, where they meet with their Congress members to discuss CEC's position on key issues. All in all, it is a very informative and fun way to build advocacy skills and articulate the issues we believe in.

For more information about the CAN workshop and CAN coordinators, contact CEC headquarters staff member Jacki Bootel at jackib@cec.sped.org or 703/264-9437. □

Teaching Conditions, *from page 1*

stances, successfully teaching individuals with disabilities is exceedingly tough work, says the report. Students with disabilities often cannot achieve unless they are taught by the very best teachers using the very best interventions under the very best conditions. When these conditions are absent, we increase the difficulty of the learning experience for students with special needs, and we may set them up for failure now and in the future.

The report is the work of CEC's Presidential Commission on the Conditions of Special Education Teaching and Learning. Past CEC President Linda Marsal established the commission during her presidency in 1998, and the Delegate Assembly passed a resolution embracing the study that same year. The commission was led by co-chairs Don Deshler, director of the Center for Research and Learning at the University of Kansas, and Matty Rodriguez-Walling, teacher/trainer in the Miami-Dade County Public Schools' Division of Exceptional Student Education.

The commission bases the report on two years of intensive research and fieldwork. Data were collected from hundreds of special and general educators, administrators, and parents, as well as national databases and published research studies. In addition, thousands of professionals participated in forums held in the United States and Canada as well as through responses to questionnaires posted on the CEC Web site.

CEC believes the report is the first step to improving special education teaching conditions for teachers and students. In addition to the action agenda outlined in the report, CEC is developing special strategies the organization will implement to ensure special education teachers can work under conditions that are conducive to quality instruction and learning.

The Conditions

The report identifies nine major conditions that prevent special education teachers from presenting effective, high quality instruction. They are:

Overwhelming Paperwork

Paperwork ranked as the number 1 barrier to teaching. While special education teachers recognized the importance of Individualized Education Programs (IEPs), they said too often procedural compliance is stressed over thoughtful decision-making, and the amount of clerical work IEPs require is prohibitive. In addition, special education teachers are inundated with other paperwork duties, including completing central office forms, letters and notifications, medical assistance billing records, telephone logs, child abuse reports, due process documentation, daily/weekly parent reports, discipline records, progress reports, and more.

High Caseloads

Special education teachers also cited high caseloads as a critical concern. In addition to the fact that special education teachers may be assigned a large number of students, which makes it nearly impossible to individualize and provide quality instruction, a teacher's caseload may not take into account each child's disability and needs. High caseloads further encroach on the special education teacher's ability to provide quality instruction, because time to collaborate with their students' general education teachers often is not provided.

Inadequate Administrative and District Support

Many times special educators lack appropriate resources for their students, administrative support, and/or professional development opportunities. Too often, special education classes do not receive computers, instructional materials, or other resources. Additionally, administrators may not have the knowledge, skills, or time to support services for students with exceptionalities.

Ambiguous and Competing Responsibilities

In the past few years, the role of the special educator has become fragmented and overwhelming. Special education teachers are expected to be teachers, consultants, collaborators, supervisors, counselors, and clerical personnel. As neither schools nor the profession defines the special education teacher's primary responsibility, they are expected to meet the often conflicting expectations of multiple parties: students, administrators, parents, other educators, and the public.

Isolation

In many situations, special education teachers are still considered "outside" the mainstream. In addition, they are given few opportunities to collaborate with general or other special educators. The result is a sense of isolation and powerlessness to effect change.

Fragmented Licensing Systems

Because licensure requirements vary between states and provinces, dedicated and qualified special education teachers are often unable to find jobs. This contributes to the high attrition rate of special education teachers and leaves students who need the services of these individuals without teachers who can do the most for them.

Poorly Prepared New Special and General Educators

Many new special and general education teachers are finding they have been prepared for jobs that no longer exist and that they are unequipped for the jobs they face. The result is poor instruction and a high attrition rate.

Increased Demand for Well-Qualified Special Educators

The need for qualified special education teachers is an ongoing problem that is not abating. Recent data show that in the United States more than 30,000 teachers without appropriate licenses teach students with disabilities, and in some urban and rural schools close to half of the teachers are unqualified.

Insufficient Focus on Student Outcomes

Special education teachers are forced to spend too much of their time on ac-

Continues on page 13

Special Education Career Newsletter and Web Site

The National Clearinghouse for Professions in Special Education invites students seeking information and resources on careers in special education and related services to view its Web site, www.special-ed-careers.com. The site features many sections for students, including Career Choices, Featured Professional, Job Resources, Certification and Licensure Information, and *Connections*, an online newsletter.

Each issue of *Connections* provides articles on a variety of topics, such as mentoring and financial aid and grant sources. To join the growing list of *Connections* newsletter subscribers, complete an online subscription form at www.special-ed-careers.org.

EXTRA credit

Lesson Plans Online — The Gateway to Educational Materials Web site offers easy-to-use lesson plans. Teachers can search by keyword, content area, or grade level, or they can simply browse all available subjects. Contact: http://thegateway.org.

Free Braille Service on the Web — At www.hotbraille.com, teachers and students can send Braille messages through the mail in 19 different languages to anywhere in the world. Web users can also connect to other Braille online resources and discover interesting books about Braille. Contact: www.hotBraille.com.

Online Learning Resources — Get learning resources online and save time by accessing the Education Department's Free Resources for Educational Excellence Web site. The site contains learning resources from more than 40 federal agencies. Contact: www.ed.gov/free.

College Funding for Students — *YoungSuccess* is a free monthly publication that informs subscribers of financial aid programs, student competitions, free access scholarship databases, and free educational resources. Contact: YoungSuccess, www.investoralert.com/teenmag.html or teenmag@mailcity.com.

Top Tips for New Teachers

Congratulations!! You've landed your first job as a special education teacher. To make your foray into the world as a professional special educator as easy as possible, we put together the following tips for you:

- **Get to School Early** — Go into school before your first official day. Introduce or reintroduce yourself to the prinicpal, vice principal, and any other staff who may be around. This will not only show that you are eager to get started, it will help you establish important relationships. Also, check out your room and the materials available for your students. If you need anything changed, the summer is the time to get it done.
- **Get to Know Your Students** — Ask if you can get a copy of your student list and look at their files. This way you can get a head start on your planning. The first weeks of school are packed with activities, new information, and processes you will need to learn. This strategy allows you to focus on your students and their needs before you are inundated with new names, new procedures, and new everything!
- **Organize Your College Files** — Use the summer to organize the lesson plans and projects you did in college. Develop a filing system that will allow you to put your hands on the lessons you need easily and quickly.
- **Learn Time Management** — The importance of time management cannot be overstressed. Learning to prioritize your time, to not overplan a day, and leave time for your personal life are essential if you are to be a successful special education teacher. Buy a planner and take a course. It is well worth the time and money.
- **Look Professional** — No one can get away from it. Appearance counts. Now is the time to invest in a professional wardrobe. As a special education teacher, you want to buy clothes that look professional but still allow you to move easily. You will also want clothes with deep pockets. (We are always putting things in our pockets!) Pants and jackets often work well in the classroom and give you a classic look. You will also want to buy comfortable shoes, as you will be on your feet much of the day! (One word of caution, find clothes that do not need drycleaning. Lots of ink, chalk, and crayon will make their way onto your favorite jacket!)
- **Reach Out for Help** — Once school starts, don't be afraid to ask for help. Ask your colleagues how to get supplies, if they have any tips to give you, if they have run into a particular situation, and if so, how they handled it. Also, find an experienced, enthusiastic teacher to serve as your mentor.
- **Socialize with Your Fellow Teachers** — One of the dangers in special education is that teachers can feel isolated. Attend potluck dinners, join the softball league, and join your colleagues for coffees. If your school doesn't do those things, set up a happy hour or social yourself. These personal relationships will help when you need to collaborate with a teacher and may smooth the way if a conflict occurs.
- **Sponsor a Club or Team** — In addition to broadening the number and type of students you work with, sponsoring a club shows that you are part of the whole school. You'll enjoy working with many different types of students and seeing them in a setting other than the classroom, and you'll get to know more of your colleagues.
- **Become a Professional CEC Member** — Once you have become a professional, you need CEC more than ever. CEC is a "safe" place where you can ask professionals about concerns or problems that may crop up in your first years of teaching. Plus, CEC's journals will keep you up-to-date on the latest instructional strategies and issues in the field. To be a respected special education teacher, you must have expertise. You must keep up with new developments that can affect your teaching and your students. □

Canadian CEC Publishes Two Practical Self-Determination Resources

Canadian CEC's (CCEC's) Project TRAITS, Transitions: Implementing Training in Self-Determination, has developed two resources for educators to implement effective transition programs and teach self-determination strategies to their students.

CCEC compiled both the *Self-Determination Sourcebook* and the *Self-Determination Handbook* using information and ideas gathered during a CCEC seminar in Ottawa earlier this year. Seminar attendees included classroom teachers, university professors, and provincial government representatives, as well as disability and business association executives.

Self-Determination Sourcebook

The *Self-Determination Sourcebook* is a collection of conceptual frameworks, curricula, strategies, and research on the self-determination of students with disabilities. The sourcebook is organized into three sections: contemporary self-determination frameworks, curricula and strategies, and research.

Some of the article titles include:

- Self-Determination Instructional Strategies for Youth with Learning Disabilities
- Working Together: Workplace Culture, Supported Employment, and Persons with Disabilities
- It's Never Too Early, It's Never Too Late: A Booklet about Personal Futures Planning
- Transition Assessment: Methods and Processes to Determine Student Needs, Preferences, and Interests.
- Become Your Own Expert! A Self-Advocacy Curriculum for Secondary School-Age Students with Learning Disabilities.
- Team/Parent/Booklets: Organizer for the Individual Transition Plan Meeting.
- Employability Skills Teacher Handbook K-12.

Project TRAITS Planning Committee members met in Ottawa to develop source books.

- IPLAN: Helping Students Communicate in Planning Conferences.

Handbook on Self-Determination

The *Self-Determination Handbook* illustrates best practices and useful models to promote and support the self-determination of students with disabilities. The handbook focuses on:

- Alternative Education.
- Employment and College Information.
- School Enterprises.
- Developmental Guidance Counseling.
- CEC's Life Centered Career Education Program.

Each section contains information gathered by visits to exemplary local school programs throughout Canada, including Edmonton, Alberta; Deux-Montagnes, Quebec; Winnipeg, Manitoba; Woodstock, New Brunswick; and Yellowknife, Northwest Territories.

Ordering Information

To order a copy, contact the Canadian CEC office, 1010 Polytek Court, Unit 36, Gloucester, ON K1J 9J2, 613/747-9226, or ccec@igs.net. □

Project TRAITS is funded by Human Resources Development Canada. Members of the project planning committee include CCEC Director Bill Gowling, CEC Member-at-Large Candace Borger, CCEC Vice President Barb Lucier, and members Rick Freeze and Patti Elvers, Rolling River School Division.

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CEC Offers Web Course on Accountability

Sign up this fall for CEC's Web course, "Assessing One and All: Educational Accountability for Students with Disabilities." CEC trainers Steve Elliott and Jeff Braden of the University of Wisconsin-Madison will teach this 16-week course based on their book by the same name. Complete the course at your own pace via the Web using your computer and get CEU credits for a semester-length course. For more information, see the CEC Web site, www.cec.sped.org, or call 888/232-7733. Cost for members is $295.

Division Focus

CASE

The Council of Administrators of Special Education

CASE is pleased to welcome several new members to its Executive Committee. Beth Lowman of New Jersey will assume the post of treasurer, Thomas Jeschke from Iowa is the new CASE representative to CEC, and Emily Collins of Georgia will assume the position of representative of CASE units. Joseph Ovick from California is taking over as chair of the Policy and Legislation Committee for CASE, and Jim Chapple of Ohio is the new chair of the Professional Development Committee.

Several committee members are assuming new responsibilities in the coming year. Bev McCoun from Wisconsin is the new CASE president, and Brenda Heiman of New Mexico moves into the position of president elect. Jonathan McIntire from Vermont is now CASE's immediate past president. Christy Chambers of Illinois continues as CASE secretary.

CASE appreciates the service of officers completing their terms on the Executive Committee. They include Pat Guthrie, immediate past president; Robert Van Dyke, treasurer; Luann Purcell, representative of CASE units; and Judy Montgomery, policy and legislation.

CEC-PD

The CEC Pioneers Division

The new CEC-PD officers for 2000-2001 are President Andy Berg, President-Elect Mike Daly, Vice-President Linda Marsal, Past President Bev Johns, Secretary Ann Bleakly, Member-at-Large Bill Vickers, and Treasurer Diane Gillespie.

The Pioneers are happy to announce that June Robinson will be their showcase honoree at the 2001 CEC Annual Convention & Expo in Kansas City, Mo. Robinson is the CEC archivist and the Pioneers' communication and history chair.

CEC-PD currently has seven active subdivisions in California, Florida, Georgia, Illinois, Kentucky, Ontario, and Pennsylvania. If your state or province does not have a Pioneers subdivision, start one by contacting CEC-PD Membership Chair Jean Lokerson, 804/358-5474 or jlokerso@saturn.vcu.edu.

If you wish to recognize a colleague or honor the memory of a deceased friend, consider donating to the June Jordan "I Have a Dream" Fund. Send your contribution to Diane Gillespie, 1103 Mourning Dove Dr., Blacksburg, Va. 24060-1467.

CEDS

The Council for Educational Diagnostic Services

Don't miss the CEDS annual conference, *Cultural Diversity and Assessment*, Nov. 2-4, 2000, at the Hanalei Hotel in San Diego, Calif. Alba Ortiz will deliver the keynote address, "Assessment of Linguistically and Culturally Diverse Learners: From Traditional to Best Practices." For hotel reservations, call 800/882-0858. For registration and information, contact Sandra Miller, 616/844-2629, e-mail: millers@gvsu.edu, or visit the CEDS Web site at www.cec.sped.org.

DDEL

The Division for Culturally and Linguistically Diverse Exceptional Learners

During CEC's international convention in Vancouver, DDEL sponsored numerous presentations to support professional development in the areas of diversity. CEC, DDEL, and the Black Caucus brought Lesra Martin to their featured event, the Multicultural Summit. Through his story, Martin showed how high expectations and the willingness to help others can multiply the odds for success and change the future of a child society has devalued through the schooling process. During the summit, Black Caucus President Frances Carroll recognized Martin for his accomplishments against all odds.

Effective July 1, new DDEL officers assume greater responsibilities. Gwendolyn Webb-Johnson becomes DDEL's president, and Theodore Pikes is president-elect.

DDEL supports the efforts of several divisions that are increasing the knowledge-base related to service effectiveness for culturally and linguistically diverse exceptional youth. Several projects with CASE, CCBD, TED, and TAG are in development.

DISES

The Division of International Special Education and Services

Be sure to join your CEC and DISES colleagues by participating in two dynamic international conferences next summer. *Interaction and Collaboration* will be held June 24-27, 2001, in Antalya, Turkey. For more information, contact Gonul Kircaali-Iftar, Anadolu University 26470, Eskisehir, Turkey, e-mail: giftar@anadolu.edu.tr. The deadline for submission of papers is Sept. 30, 2000. *Making a World of Difference* will be held July 23-26, 2001, in Warsaw, Poland. For more information, contact Robbie Ludy, Buena Vista University, BVU Box 2949, Storm Lake, Iowa 50588, e-mail: ludy@bvu.edu. Submit papers by Oct. 15, 2000.

DVI

The Division for Visual Impairments

DVI is pleased to announce its new Web site. Access it from the CEC home page, www.cec.sped.org, through the "Divisions" link. The DVI Web site features resources on blindness education, officer contact information, and DVI history. DVI will add more to its site during the next few months and encourages suggestions and feedback.

TED

The Teacher Education Division

TED will hold its annual conference, *The New Millennium: Issues, Concerns, and Solutions*, in Las Vegas, Nev., Nov. 6-9.

TED will publish a monograph titled "Emerging Practices in Teacher Preparation: Collaborative Programs to Prepare General and Special Educators" in collaboration with the Florida Comprehensive System for Personnel Development Project at the University of South Florida in St. Petersburg, Fla. For more information, contact Lee Sherry, 727/553-3184 or ssherry@bayflash.stpt.usf.edu.

Bob Algozzine received the TED-Merrill Award for Research during the CEC conference in Vancouver. The Publication Award for Volume 22 of *Teacher Education and Special Education* was presented to Mary T. Brownell and Frank Pajares for their article, "Teacher Efficiency and Perceived Success in Mainstreaming Students with Learning and Behavior Problems."

CEC Leaders, *from page 1*

more about our Board members, their goals in office, and contact information, see pages 12-13.)

"The members of CEC's new Board of Directors are looking forward to this year," said Bill Bogdan, 1999-2000 CEC president. "While change can be unsettling, it can bring about many rewards. However, one ideal will remain constant — the commitment of this association, its governance, and employees to serve its members, the field, and children with exceptionalities."

Having a 21-member Board of Directors is not the only change. CEC's Nominations Committee will have expanded responsibilities. In addition to recruiting candidates for the Board of Directors, the Nominations Committee will be involved in leadership development and mentoring opportunities within CEC. Thus, the Nominations Committee members will establish programs and leadership opportunities to enable CEC members from all disciplines and ranks to participate in CEC's governance in significant ways.

"With this structure, CEC can promote grassroots involvement in its leadership," said Hellen Bogie, CEC's incoming president. "It is vitally important that CEC have representation from every facet of our membership in leadership positions. We need the voices of teachers, administrators, researchers, and higher education professionals, as well as representation from all special education disciplines."

Another exciting outcome of the new governance is the establishment of the Representative Assembly (RA), which will replace the Delegate Assembly. The RA will be composed of two representatives from each federation, branch, division, and Student CEC. In this first year of the restructuring, to ensure continuity, one RA representative will be the unit's current governor or immediate past president. Each unit will determine how it will select its second representative. The units will select their first representative by August 15 and their second representative by December 15. In the future, each unit will decide how it will determine both its representatives.

The RA creates another avenue through which members can influence CEC policy and decision making. It will identify, discuss, and recommend CEC positions related to special education — including those impacting educators as they deliver services — to the Board of Directors. In order for the RA to give the Board informed guidance, it must hear from members about matters of importance to them and the field. The RA will then engage in knowledgeable discussion at its annual and electronic meetings. If you would like the RA to address a particular issue or concern, contact your representative! The members of the RA for your unit will be listed on the CEC Web site this fall.

Much to Be Proud Of

As CEC undergoes this transition, it's a good time to reflect on the many accomplishments of the organization. Since its inception in 1922, CEC has played a leading role in the advancement of the field of special education, services for children with disabilities and/or gifts and talents, and improvements for special educators. One of CEC's major milestones was the passage of Public Law 94.142, now known as the Individuals with Disabilities Education Act (IDEA). This landmark legislation established the right to a free, appropriate public education for children with disabilities. CEC recently helped lead the way for the reauthorization of IDEA, ensuring that students with exceptionalities receive a quality education.

CEC has also helped enact legislation guaranteeing that students with exceptionalities receive:

- Early intervention services.
- Appropriate transition services.
- Access to the general education curriculum.
- Inclusion in standards and reform efforts.
- Services for students with gifts and talents.
- Appropriate instruction and support services.

CEC has also led the field in a number of additional achievements. For example, CEC developed the first certification standards for new special educators. It has consistently advocated for funds for personnel preparation, research in special education, and technical assistance. And, it hosts the world's largest special education convention and expo each year!

As we look over our many accomplishments, we realize how true it is that CEC has much to be proud of. Due to the dedication and guidance of our leaders and our 50,000+ members, the association has been a major force in special education for the past 78 years.

CEC recognizes that if we are to continue our leadership, we must be able to respond quickly to policy changes, media questions, and competition. Under the new governance structure, CEC will be able to meet these challenges; and its tradition of visionary thinking, giving of time, talent, and commitment to the field will strengthen.

We look forward to further advances in special education and the programs, collaborative projects, and legislative advances that will result because CEC is willing to fight for what is best for individuals with exceptionalities and those who serve them. Congratulations to all our members, past and present, who make CEC the leading association for special educators — and who make special education work for individuals with exceptionalities. □

CEC Revises Standards' Common Core

CEC is revising the Common Core of Knowledge and Skill Standards for Beginning Special Educators to include items that address technology, general curriculum, and collaboration. If you would like further information about this effort, please contact Margie Crutchfield in the Professional Standards and Practice Unit, margiec@cec.sped.org or 703/264-9484.

New Director at the Foundation for Exceptional Children

CEC is pleased to introduce Judith Hubbard Boerner as its new director of the Foundation for Exceptional Children. Boerner has more than 20 years of experience coordinating extensive fundraising and gift programs for organizations in the advocacy, higher education, arts, and medical industries. With that experience, she comes to the foundation prepared to hit the ground running to locate funding opportunities and enhance the foundation's programs.

In particular, Boerner looks forward to administering the Yes I Can! Awards program.

"The Yes I Can! program is very exciting to me," Boerner said. "I think it is one of the most vital things CEC and the foundation do."

Boerner brings a wealth of experience to her work at the foundation. As executive director of the State University of New York College Foundation in Delhi, N.Y., Boerner established eight new endowment funds that raised the college's endowment to $1.6 million. In her position as major gifts development officer, Boerner planned, organized, and launched a campaign for Massachusetts General Hospital in Boston, Mass., that revived a dormant $325 million capital campaign, which had fallen $169 million short of its goal.

In addition, during her tenure as vice president for development at the American Symphony Orchestra League in Washington, D.C., Boerner secured major funding from a variety of prominent foundations and corporations to support the league's research and development project, "Americanizing the American Orchestra." Her funding sources included the AT&T Foundation, National Endowment for the Arts, Lilly Endowment, and W.K. Kellogg Foundation.

"I think CEC is such a remarkable organization at a critical time in history," Boerner said. "I see so many opportunities for funding and support and, frankly, for program development."

CEC/DDEL Symposium Offers "Can't Miss" Learning Opportunities

Join your CEC colleagues in Albuquerque, N.M., this fall to explore diversity in the new millennium with experts in the field, discuss new ideas, and learn more about emerging trends in teaching and providing services for culturally and linguistically diverse exceptional learners!

CEC and its Division for Culturally and Linguistically Diverse Exceptional Learners will host their *Symposium on Culturally and Linguistically Diverse Exceptional Learners* on Oct. 12-13, 2000, at the Hyatt Regency Albuquerque.

Keynote Speaker Lesra Martin

Headlining the symposium is keynote speaker Lesra Martin, who overcame illiteracy and played a major role in proving the innocence of Rubin "Hurricane" Carter, a former boxer who was unjustly accused of a triple homicide. Martin will share his personal experiences and the importance of overcoming adversity and abolishing illiteracy.

Symposium Opportunities

Participants in this exciting professional development event will:

- Learn strategies geared specifically for students from diverse backgrounds.
- Explore practical instructional strategies from the special education field and other disciplines.
- Enhance their effectiveness in working with students from diverse cultures.
- Meet and hear nationally recognized leaders.
- Exchange information with colleagues from around the country.
- Develop new approaches for program and curriculum improvement.

Choose from more than 100 information-packed sessions about the education of culturally and linguistically diverse learners, including students from American Indian/Alaska Native/First Nations, Asian, African American, and Pacific Islander populations. Session topics include:

- Administration and Supervision.
- Assessment.
- Behavior Management Strategies.
- Career Development and Transition.
- Disproportionate Representation.
- Interagency Initiatives.
- Communication Development.

Pre-symposium Institutes

Come a day early and attend one of two full-day institutes on Wed., Oct. 11, from 9:00 a.m. - 4:00 p.m.

- **Institute A: Promising Practices for Reducing Disproportionate Representation** — Discusses IDEA reporting requirements designed to determine whether race is a factor when schools identify children with disabilities and if decisions that provide special education to children and youth are fair and appropriate.
- **Institute B: An Assessment and Intervention Model for Language Minority Students** — Provides a framework for serving language minority students in general and special education programs, including strategies to prevent academic difficulties, pre-referral intervention, assessment, and individualized educational planning. Participants will identify issues and concerns and share effective practices.

Building Trust Workshop

Franklin Covey trainer Steven Kukic will present the CEC/Franklin Covey workshop, *Building Trust: The Key to High Performance*, on Sat., Oct. 14, from 9:00 a.m. to 4:00 p.m. This institute will help individuals, work groups, and organizations optimize their effectiveness by creating and sustaining an environment of trust.

Registration

To register or for more information, call CEC toll-free, 888/232-7733, or visit the Web, www.cec.sped.org. □

CEC Develops Performance Standards for Teacher Preparation Programs

The National Council for the Accreditation of Teacher Education (NCATE) recently announced groundbreaking new performance-based standards for teacher preparation. As the NCATE partner that develops standards for and approves special education teacher preparation programs, CEC is developing performance-based standards that align with NCATE's new standards.

"These standards, which focus on candidate performance, represent a revolution in teacher preparation," said Arthur Wise, NCATE president. "It is not enough for a faculty member to say, 'I taught the material.' Performance-based accreditation is based on results — results that demonstrate that the teacher candidate knows the subject matter and can teach it effectively in a real classroom. The institutions will need to provide credible evidence that their schools of education achieve this goal."

In the past, the accreditation process focused on "inputs." Institutions were required to demonstrate that their curriculum covered the requisite material and that the unit had appropriate resources. The new NCATE standards emphasize performance over process. Programs must show evidence that their graduates actually learned the material and can effectively teach children.

CEC, through the work of its Professional Standards and Practices Standing Committee, will submit new standards for NCATE approval in October 2001. At that time, CEC must demonstrate that its standards and review process are performance-based. CEC does not expect to make major changes in the content of its standards since the current set of standards, approved by NCATE in 1996, are written as knowledge and skills.

Since 1996, institutions seeking CEC/NCATE approval have had to demonstrate that the CEC guidelines were appropriately addressed or covered in their curriculum and fieldwork assignments. Under the new system, institutions will be required to demonstrate that they have an effective system that assesses students on the CEC guidelines and that their students perform adequately on these assessments. It is expected that special education teacher preparation programs will be required to use the CEC performance-based standards in 2003.

For more information about the new NCATE standards, see the Web at www.ncate.org. □

The U.S. Department of Education recognizes NCATE as the professional accrediting body for schools, colleges, and departments of education in higher education settings. Partnered with NCATE, CEC has approved 258 of the more than 700 institutions that prepare special education professionals.

Sign Up for CEC/NCATE Folio Writer Training

CEC will hold a 1-day workshop for college and university personnel who are preparing folios to respond to CEC's curriculum guidelines. The workshop will:

- Clarify the intent of particular standards.
- Demonstrate frameworks for preparing folios.
- Show how to complete the matrices.
- Demonstrate how to present supporting evidence.
- Explain how reviewers analyze the folio.
- Provide individualized assistance to resolve problems.

The workshop will be held Aug. 12, 2000, from 9:00 a.m. - 4:00 p.m. at CEC headquarters in Reston, Va. Registration is $250 for CEC members and $400 for non-members. For more information, contact CEC, 888/232-7733 or cecprof@ cec.sped.org, or register on the Web, www.cec.sped.org/ps-menu.htm.

It Seemed Like a Good Idea at the Time ...

"I had an upset parent call me one evening after her child had explained that I would not let him go outside unless he got a pair of glasses. I replied that I did not say that and felt rather confused as to why the student would say that. She stated that her son was standing right there and was insisting that I told him that. I asked her to put him on the phone to retell me what he thought I said. His words were, 'You told me I could not go outside unless I had SUPER VISION.' (supervision). Both the parent and I had a good chuckle about the whole confusion." (*Submitted by Marlene M. Johnson via the CEC Web site.)*

Do You Have a Story?

Teachers often have good ideas, but not all of them turn out as planned. Send your story to *CEC Today* Editor, 1920 Association Dr., Reston, Va. 20191-1589 or lyndav@cec.sped.org.

CEC Seeks Field-Based Editor for *TEACHING Exceptional Children*

CEC is looking for a field-based editor to serve a term of up to five years beginning July 1, 2001. The editor will:

- Develop professional content for six issues annually.
- Manage the review process.
- Edit manuscript content.
- Work collaboratively with CEC publications staff.
- Assist authors in developing quality manuscripts.

CEC will provide an honorarium and limited compensation for expenses.

Application and Information

Applications are due Sept. 1, 2000. For additional information or an application package contact:

Kathleen McLane, Senior Director
Publications and Continuing Education
The Council for Exceptional Children
1920 Association Drive
Reston, VA 20191-1589
703/264-9470 (O)
703/620-2521 (FAX)

CEC Forms New Board of Directors

CEC introduces you to its new Board of Directors (BOD). This 21-member group replaces the 12-member Executive Committee and 88-member Board of Governors, effective July 1, 2000. The newly elected members are:

Treasurer

Stan Dublinske
Senior Advisor for Planning, American Speech-Language-Hearing Association, Rockville, Maryland

Stan Dublinske has a proven track record in financial management. As the DCCD financial officer, his efforts resulted in an accumulated reserve fund balance of $80,000. He has presented a series of training sessions for other division treasurers and helped rewrite the *Division Treasurers' Manual*. Dublinske is also a Certified Association Executive who knows how to help the BOD blossom into CEC's primary decision-making body while ensuring that members and units are involved in the governance process. (1-year term)

Members-at-Large

Janet Burdick*
Director of Special Services, Buhl School District, Buhl, Idaho

Janet Burdick has a long history of CEC leadership as Idaho Federation president and member of the Governance Standing and the CEC Executive committees. On the BOD, Burdick will focus on strategies to recruit and retain teachers and better meet the needs of students from culturally and linguistically diverse backgrounds. (1-year term)

**Burdick was voted into office as first vice president during the April 2000 elections. As part of the transition plan for CEC's governance restructuring, Burdick will serve as BOD member-at-large during the 2000-2001 term and will begin her position as first vice president July 1, 2001.*

Pam Gillet
Special Education Consultant, Niles, Illinois

Pam Gillet brings a wealth of past CEC leadership experiences to the BOD — CEC past president, Board of Governors member, delegate, and an officer for a number of CEC units. As former chair of the Governance Standing Committee, Gillet oversaw the governance restructuring process, and she will help ease the transition for the new governing bodies and CEC members. (3-year term)

Katherine Good
Special Education Teacher, James Elementary School, and Resource Faculty, Eastern New Mexico University, Portales, New Mexico

Katherine Good has served in various leadership roles in the New Mexico Federation as well as for New Mexico Student CEC and her local chapter. As a BOD member, Good will support research and evaluation of special education teaching conditions. She will also push for improved professional development curriculum materials. (3-year term)

Jamie Hopkins
Special Education Coordinator, Forest Hills School District, Cincinnati, Ohio

A CEC member since 1969, Jamie Hopkins pledges to give members the services and information they need and want. Additionally, Hopkins will support a formal mentoring program to recruit and train CEC leaders from a more diverse leadership base. She is looking forward to increased member participation in making these things happen. (3-year term)

Sharon Ishii-Jordan
Assistant Education Professor, Creighton University, Omaha, Nebraska

Sharon Ishii-Jordan has been a teacher, administrator, and professor in public, private, and international settings, including as an ESL teacher in Tokyo, Japan. She is an advocate of students with disabilities both as a professional and as a parent of a student with a disability. On the BOD, Ishii-Jordan will help CEC pursue ways to help regions with teacher recruitment, development, and job responsibilities. (3-year term)

Kathy Kersenbrock-Ostmeyer
Assistant Director of Special Education, Northwest Kansas Educational Center, Oakley, Kansas

Kathy Kersenbrock-Ostmeyer will commit herself to ensure that CEC continues to promote improved working conditions for special educators, encourage every member to find better ways of doing things, and support international memberships. With experience as Kansas Federation president and governor, Kersenbrock-Ostmeyer is a proven leader who knows how to set an organization on the right course. (2-year term)

Elba Maldonado-Colon
Professor and Director, Learning Assistance Program, Special Education Division, San Jose State University, San Jose, California

Elba Maldonado-Colon is a consultant at the national, state, and local levels on learning disabilities and the education of culturally and linguistically diverse exceptional learners. Maldonado-Colon has served

in a number of CEC leadership capacities, in which she represented culturally and linguistically diverse perspectives during discussions of various issues, including ethics, assessment, and collaboration. (3-year term)

Jim McCormick
Chief Executive Officer, Richmond State Hospital, Richmond, Indiana

For more than 15 years, Jim McCormick has facilitated numerous collaborative projects, managed budgets in excess of $28 million, and led several efforts to improve service delivery efforts. McCormick has served as a board member for 11 different non-profit organizations that served or advocated for individuals with disabilities. (2-year term)

Joel Mittler
Special Education Professor, Long Island University, Brookville, New York

Always an active leader on CEC's behalf, Joel Mittler will encourage the board to implement appropriate policies and actions to make CEC the preeminent professional association concerned with the needs of children with exceptionalities. Mittler will also push CEC to work more closely with the general education community at the national, state/provincial, and local levels. (2-year term)

Kathleen Puckett
Associate Special Education Professor, University of Tennessee at Chattanooga

One of Kathleen Puckett's goals on the BOD is to enhance CEC's leadership in supporting professionals in their quest for knowledge of human potential, along with assistive technology, teaching methods, and accepting attitudes. With extensive experience on local philanthropic boards, Puckett excels at developing goals and activities and getting appropriate funding. (1-year term)

Executive Committee Members Continuing Their Terms

The following members of the 1999-2000 Executive Committee will complete their elected terms on the BOD.

- Hellen Bogie, President
- Jacquelyn Alexander, President Elect
- William Bogdan, Immediate Past President
- Candace Borger, Member-at-Large
- Terri Chasteen, Member-at-Large
- Brenda Heiman, Member-at-Large
- Jacqueline Mault, Member-at-Large
- James Patton, Member-at-Large

Rounding out the BOD, Student CEC (SCEC) 2000-2001 President Jennifer Weaver will serve as the SCEC Member-at-Large. The BOD will also select a candidate this summer for the external member position, a BOD member from outside of CEC's membership who can provide specific expertise as needed. □

CEC honor roll

Four CEC members received the prestigious 2000 Shaklee Teacher Award for their outstanding special education teaching practices and professional knowledge. CEC congratulates:
Angela Allen-McDonald, McPherson, Kansas — CEC Chapter #599
Jessica Moreau, Lilburn, Georgia — CEC Chapter #717
Suzanne Perry, Phoenix, Arizona — CEC Chapter #159
Bonnie Wiseman, Fullerton, California — CEC Chapter #188

Do you have Honor Roll news to share about yourself or a fellow CEC member? Write to *CEC Today* Editor, CEC, 1920 Association Dr., Reston, Va. 20191-1589 or e-mail your news to lyndav@cec.sped.org.

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Wanted: Your Input on IDEA!

The Department of Education's Office of Special Education Programs (OSEP) wants your views about what works in the Individuals with Disabilities Education Act (IDEA) to improve the lives of individuals with disabilities. OSEP's Special Education Survey will guide the department as they develop the long-range plan for the IDEA National Program, which will identify national activities to link best practices to states, school systems, and families.

Who Should Participate?

Professionals in special and general education, individuals with disabilities, parents of children with disabilities, members of national organizations, and representatives of various levels of government.

How Long Is the Survey?

The survey consists of three questions, including background information about your relationship to individuals with disabilities.

When Is It Due?

You have until Sept. 1, 2000, to complete the survey.

How Can I Participate?

You can participate by completing the survey online at www.OSEPplanning.org. To request a paper, large-print, or Braille version of the survey, write to Westat, OSEP Comprehensive Planning Project, 1009 Slater Rd., #110, Durham, NC 27703, call 800/510-1668 (TTY: 800/813-5812), or e-mail: OSEPplanning@ westat.com.

Voice Your Concerns

Are you dealing with a difficult issue in your classroom? Would you like to express concerns or solutions to the field? If so, make your voice known by sending a "Speaking Out" article to *CEC Today* Editor, 1920 Association Dr., Reston, Va. 20191-1589 or lyndav@cec.sped.org. Articles should be 500-800 words long, include your full name and title, and be suitable for CEC's members — teachers, administrators, related services personnel, college students, and teacher educators.

CEC Report Is My Tool to Improve Special Education Teaching Conditions

BY TERRI CHASTEEN

When I was asked to serve as a member of the Commission on the Conditions of Special Education Teaching and Learning, I really didn't know what to expect. This is a different direction for CEC. Instead of focusing on the students' needs, there was a shift to spotlight the needs of teachers and how teaching conditions affect student performance.

The first order of business was to decide which direction the commission should take. All members agreed this document must not become a whiner's list of "all that's wrong in special education." The final document had to use sound research practices to identify barriers that obstruct high quality special education and must also include an action agenda.

Now that it's completed, what does this document mean to me as a special education teacher? In trying to answer this question I wrote a lot about my role on the commission, CEC leadership commitment, and how I felt each of us must take the report forward, but I had not answered the question. So I hit the delete key and started over.

It's really very simple — I feel validated in my concerns about special education teaching conditions, and I see this document as a tool.

The research and information offered in this report don't present any information we didn't already know, but now we have reliable and valid data we need to advocate for the improvement of special education teaching conditions.

Put This Tool to Work

Funk and Wagnall's definition of a tool is "Any instrument or means necessary to the efficient prosecution of one's profession or trade." A tool doesn't benefit anyone if it's left in the shed and not put to use. We can't, as an organization or as individuals, let this report just sit on the shelf and gather dust.

Like any good tool, this report comes with directions for use. It is an ACTION PLAN. The Strategies for Partners for Action outlines in detail recommendations for each partner constituency. As a special education teacher, it is helpful for me to know appropriate strategies for stakeholders other than myself. What a great tool I now have at my disposal

"I feel validated in my concerns about special education teaching conditions, and I see this document as a tool."

when I have the opportunity to visit with my state agency or with parents.

As I visit with fellow special educators about the commission's report, I consistently get the same message. Someone's finally listened to our concerns, so now we must work together to facilitate positive change in this profession. We all chose special education as our profession because we wanted to make a difference in the lives of students with exceptionalities. Our frustration comes not from the teaching conditions themselves but from the effect they have on the students we serve.

It is exciting to know that CEC's leadership has voiced a strong commitment to the dissemination and implementation of this document. This report must serve as a focus for CEC as it works to provide *Bright Futures for Exceptional Learners* and improve special education teaching conditions. □

Terri Chasteen is a member of the Commission on Special Education Teaching Conditions. She is also a member-at-large on the Board of Directors and a special education teacher in the Nixa R-II School District in Nixa, Mo.

Teaching Conditions, *from page 5*

tivities that do not contribute to their students' educational success. Not only is this frustrating for our teachers, it directly impacts the quality of educational services students with disabilities receive.

The Action Agenda

Though the goal is daunting, we can change current special education teaching conditions. It will take the collaborative effort of teachers, administrators, districts, states/provinces, business, federal agencies, and teacher education programs. If these "Partners for Action" join together for effective change, we can ensure that:

- Every student with exceptionalities receives individualized services and supports from caring and competent professional educators.
- Every special and general educator has the teaching and learning conditions to practice effectively.
- Every instructional leader establishes strong expectations for the use of effective and validated instructional practices.

CEC recommends the following action agenda as a beginning in these essential changes:

Provide Technology and Clerical Supports to Reduce the Paperwork Burden

Schools must provide teachers with the technology they need for electronic case management, communication, record-keeping, data analysis, and ongoing instructional modifications and accommodations. Also, by providing personnel for clerical tasks such as preparing due process notices, completing district forms, and tracking re-evaluation timelines, the special education teacher can focus on teaching and learning.

Standardize Decision-Making Processes

Districts/boards, schools, and teachers should be able to use a universal set of processes to document effective and complete assessments, program planning, and student progress. Special educators should have standard tools to document these processes.

Define the Role of Special Educators

Schools and districts should define the role of special education teachers. Central and building-level administrators should work with special educators to redesign and make explicit special educator responsibilities.

Special education teachers bring expertise in providing intensive and focused instruction and in developing instructional strategies to meet the individual needs of students with disabilities. They also know how to make accommodations or modify the general education curriculum for students with special needs. Schools should ensure that special educators use their skills and knowledge for the best educational results for students with exceptionalities.

Provide Supports for Special Education Teachers

CEC and school districts can support special educators in many ways:

- CEC, with the Partners for Action, should develop caseload guidelines.
- Teachers who document their accomplishments against recognized standards should qualify for salary incentives.
- District/board and school administrators who understand the responsibilities of special education teachers should collaborate with and support their special educators.
- Ongoing assessment data about the conditions of teaching within school districts and boards should be used for continuous improvement at the local level.

Create a Career Continuum in Special Education

Teacher preparation programs must ensure that special education teacher candidates have a breadth of experiences in school settings that prepare them for the daily challenges they will face. Also, teacher preparation programs and school systems must increase the opportunities for ongoing professional development for special education teachers and create a career ladder for accomplished teachers who mentor their colleagues.

Create the Context for High Quality Practice

All professional development programs, including those for pre-service and experienced special education teachers, must meet three standards:

- The content should emphasize research- and experience-validated instructional strategies that have been proven to be effective for students with exceptionalities.
- The curriculum should provide teachers with sufficient detail, examples, demonstrations, and practice so that they can use the new instructional practice proficiently.
- The curriculum should be based on adult learning principles such as providing educators a voice in designing professional development experiences, modeling, and peer coaching. Also, learning to teach must include more extensive experiences in classrooms earlier and more consistently.

Develop Cohesive Licensure Systems

Licensure requirements for special education teachers for each state and province should be standardized, which would allow teachers to apply for jobs where the jobs are. Also, special education preparation programs should align themselves with CEC's validated professional standards.

Recruit and Prepare Sufficient Qualified Diverse Special Educators to Meet Demand

A coordinated recruitment campaign for special education teachers must be implemented. The campaign should target secondary students as well as career changers, and programs that prepare special education teachers must have the capacity to prepare sufficient numbers of qualified diverse special educators.

For a copy of *Bright Futures for Exceptional Learners: An Action Agenda to Achieve Quality Conditions for Teaching and Learning*, see the CEC Web site, www.cec.sped.org, or call 888/CEC-SPED. A more detailed summary of the report is in the July/August 2000 issue of *TEACHING Exceptional Children*. □

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CALENDAR OF CEC events

september

September 28-29, 2000
DLD's First Annual Conference, "Bridging the Gap between Research and Practice: Research-Supported Interventions for Students with Learning Disabilities." Westin-Francis Marion Hotel & Charleston Lightsey Conference Center, Charleston, SC. Contact: National DLD Conference, PO Box 1304, Lawrence, KS 66044, 814/863-1699, FAX 814/863-1002, DLDConference@hotmail.com, or CAH14@psu.edu.

october

October 11, 2000
CEC/DDEL Pre-symposium Institutes, "Promising Practices for Reducing Disproportionate Representation" and **"An Assessment and Intervention Model for Language Minority Students."** Hyatt Regency, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

October 12-13, 2000
CEC/DDEL Symposium on Culturally and Linguistically Diverse Exceptional Learners, "Diversity in the New Millennium." Hyatt Regency Albuquerque, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, e-mail: conteduc@cec.sped.org.

October 14, 2000
CEC/DDEL Post-symposium Franklin Covey Workshop: "Building Trust." Hyatt Regency, Albuquerque, NM. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

October 12-14, 2000
MRDD's 7th International Conference, "Many Roads: Different Directions." Holiday Inn-Inner Harbor, Baltimore, MD. Contact: Val Sharpe, 410/480-9667, e-mail: VMKKO@aol.com; or Tom Wood, 5337 Country Oaks Drive, El Paso, TX 79932, 915/747-5572 (O), 915/581-4261 (H), FAX 915/747-5755, e-mail: Twood@utep.edu. Keynote speakers: Temple Grandin, Ann and Rudd Turnbull.

October 25-28, 2000
California CEC Federation 50th Annual Meeting and Special Education Showcase, "Taking Reform into the New Millennium." Doubletree Hotel, Sacramento, CA 95815. Contact: Marion England, 1010 S Street, Sacramento, CA 95814, fax) 916/443-1838. For program presentations, contact: Leo Sandoval, 916-783-9577, e-mail leos@mindsync.com.

november

November 1-3, 2000
"South Carolina Transition Conference." Hyatt Regency Greenville, Greenville, SC. Contact: Project SIGHT, University of South Carolina School of Medicine/CDR, Columbia, SC, 29208, 803/935-5219, e-mail: hinesl@cdd.sc.edu. Co-sponsored by South Carolina DCDT and Project SIGHT.

November 2-3, 2000
LCCE Regional Training. Reston, VA. Contact: CEC, 1920 Association Drive, Reston, VA 20191-1589, 888/232-7733, conteduc@cec.sped.org.

November 2-4, 2000
CEDS Annual Conference, "Cultural Diversity and Assessment." Hanalei Hotel, San Diego, CA. Contact: Sandra Latchford, 60 Surrey Crescent, Fredericton, NB E3B 4L3, Canada, 506/453-3515 (O), 506/453-4765 FAX, sandral@unb.ca, CEDS Web site, www.cec.sped.org. Keynote speaker: Alba Ortiz, "Assessment of Linguistically and Culturally Diverse Learners: From Traditional to Best Practices."

November 6-9, 2000
23rd Annual TED Conference, "The New Millennium: Issues, Concerns, Solutions." Tropicana Hotel, Las Vegas, NV. Contact: Nasim Dil, Department of Special Education, University of Nevada-Las Vegas, 4505 Maryland Parkway, Las Vegas, NV 89154-3014, 702/895-1103 (O), FAX 702/895-0984, e-mail: dil@ccmail.nevada.edu.

November 8-10, 2000
Arkansas CEC Federation Conference, "Let Us Continue: Special Education in the 21st Century" (Nov 9-10). Austin Hotel and Convention Center, Hot Springs, AR. Pre-conference workshop sponsored by CCBD, November 8. Contact: Bruce Pilcher, PO Box 1155, Rogers, AR 72757, 501/631-3515, or see the Web site at www.cec.sped.org/Arkansas.

November 9-11, 2000
Ontario CEC Federation's 44th Annual Conference, "Experience a Taste of Niagara: Exceptional People, Exceptional Sights - A Winning Combination." Sheraton Hotel, Niagara Falls, ON. Contact: Barb Rowe, 416/223-6164, Fax: 416-223-5677, e-mail: barbrowe@compuserve.com. Co-sponsors: Local CEC chapters in the Hamilton and Niagara Districts, Learning Disabilities Association of Ontario, and Brock University of St. Catharines.

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